

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Health	Grade Level(s): 5
BOE Adoption Date: October 19, 2015; October 2017	Revised date (s): September 2017

ABSTRACT

The grades 3-5 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally,

classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.

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4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
 5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
 6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
 7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
 8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSL (New Jersey Student Learning Standards) are noted within each unit.
 9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
 10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
 11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the NJSL (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.
 12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

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- 13. Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
- 14. Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
- **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
- 15. Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
- 16. 21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Grade 5 Standards Overview

Domain	Strand	Repeated Standards
Personal Growth and Wellness	NJ SLS 2.1.6.C.1, NJ SLS 2.1.6.B.1, NJ SLS 2.1.6.B.2, NJ SLS 2.1.6.A.1, NJ SLS 2.6.6.A.1, NJ SLS 2.6.6.A.4	
Alcohol, Tobacco and other Drugs	NJ SLS 2.2.6.B.1, NJ SLS 2.3.6.A.1, NJ SLS 2.3.6.B.3, NJ SLS 2.3.6.B.2, NJ SLS 2.3.6.C.1, NJ SLS 2.3.6.C.2	
Community Health Skills	NJ SLS 2.2.6.A.1, NJ SLS 2.2.6.C.1, NJ SLS 2.1.4.E.1, NJ SLS 2.2.6.D.1, NJ SLS 2.1.6.D.1, NJ SLS 2.1.6.E.1	
Family Life	NJ SLS 2.4.6.A.2, NJ SLS 2.4.6.A.3, NJ SLS 2.4.6.B.1, NJ SLS 2.4.6.B.2, NJ SLS 2.4.6.C.2, NJ SLS S.4.6.C.1	

Scope and Sequence Chart: Grade 5 Health		
Trimester	Strand	Resources
Trimester 1	NJ SLS 2.1.6.C.1, NJ SLS 2.1.6.B.1, NJ SLS2.1.6.B.2, NJ SLS2.1.6.A.1, NJ SLS 2.6.6.A.1, NJ SLS2.6.6.A.4, NJ SLS 2.2.6.B.1, NJ SLS2.3.6.A.1,	Model Curriculum 1
Trimester 2	NJ SLS2.3.6.B.3, NJ SLS2.3.6.B.2, NJ SLS2.3.6.C.1, NJ SLS2.3.6.C.2, NJ SLS2.2.6.A.1, NJ SLS 2.2.6.C.1, NJ SLS 2.1.4.E.1, NJ SLS2.2.6.D.1	Model Curriculum 2 Model Curriculum 3
Trimester 3	NJ SLS2.1.6.D.1, NJ SLS 2.1.6.E.1, NJ SLS2.4.6.A.2, NJ SLS2.4.6.A.3, NJ SLS2.4.6.B.1, NJ SLS2.4.6.B.2, NJ SLS2.4.6.C.2, NJ SLSS.4.6.C.1	Model Curriculum 1

Trimester I

Domain: Personal Growth and Wellness

Domain & Strand NJ SLS2.1.6. C.1, 2.1.6.B.1, 2.1.6.B.2, 2.1.6.A.1, 2.6.6.A.1, 2.6.6.A.4

Standard: Standard Description

NJ SLS2.1.6. C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.

NJ SLS2.1.6. B.1 Determine factors that influence food choices and eating patterns.

NJ SLS2.1.6. B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.

NJ SLS2.1.6. A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.

NJ SLS2.6.6. A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

NJ SLS2.6.6. A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

Domain: Alcohol, Tobacco and other Drugs

Domain & Strand NJ SLS 2.2.6.B.1, 2.3.6.A.1

Standard: Standard Description

NJ SLS 2.2.6.B.1 Use effective decision-making strategies.

NJ SLS2.3.6. 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

Trimester II

Domain: Alcohol, Tobacco and other Drugs

Domain & Strand NJ SLS 2.3.6.B.3, 2.3.6.B.2, 2.3.6.C.1, 2.3.6.C.2

Standard: Standard Description

NJ SLS2.3.6. B.2 Relate tobacco use and the incidence of disease.

NJ SLS2.3.6. B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers

NJ SLS 2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.

NJ SLS2.3.6. C.2 Explain how wellness is affected during the stages of drug dependency/addiction.

Domain: Community Health Skills

Domain & Strand NJ SLS2.2.6. A.1, 2.2.6.C.1, 2.1.4.E.1, 2.2.6.D.1

Standard: Standard Description

NJ SLS2.2.6. A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

NJ SLS 2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.

NJ SLS2.1.4. E.1 Compare and contrast how individuals and families attempt to address basic human needs.

NJ SLS2.2.6. D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

Trimester III

Domain: Community Health Skills

Domain & Strand NJ SLS2.1.6. D.1, 2.1.6.E.1

Standard: Standard Description

NJ SLS2.1.6. D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

NJ SLS2.1.6. E.1 Examine how personal assets and protective factors support healthy social and emotional development.

Domain: Family Life

Domain & Strand NJ SLS2.4.6. A.2, 2.4.6.A.3, 2.4.6.B.1, 2.4.6.B.2, 2.4.6.C.2, S.4.6.C.1

Standard: Standard Description

NJ SLS 2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.

NJ SLS2.4.6. A.3 Examine the types of relationships adolescents may experience.

NJ SLS 2.4.6.B.1 Compare growth patterns of males and females during adolescence.

NJ SLS2.4.6. B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.

NJ SLS2.4.6. C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

NJ SLS2.4.6. C.2 Identify the signs and symptoms of pregnancy.

Trimester I

Trimester I		
ESTABLISHED GOALS:	Desired Results	
<p>Domain: Personal Growth and Wellness Domain & Strand NJ SLS2.1.6. C.1, NJ SLS2.1.6. B.1, NJ SLS2.1.6. B.2, NJ SLS 2.1.6.A.1, NJ SLS2.6.6. A.1, NJ SLS 2.6.6.A.4</p> <p>Domain: Alcohol, Tobacco and other Drugs Domain & Strand NJ SLS 2.2.6.B.1, NJ SLS2.3.6. A.1</p>	<i>Students will be able to independently use their learning to...</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday life. • Making healthy eating choices is an important part of achieving and sustaining wellness. • Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long-term health. • Health choices and behaviors have a profound impact on personal, family, community, and global wellness. • Understanding the physical, social, emotional, and intellectual benefits of regular physical activity, along with the amount of control factors such as 	<ul style="list-style-type: none"> • What are different methods used to diagnosis and treat diseases and health conditions? • What are the factors that influence food choices and eating patterns? • What does a balanced meal look like? • What are the benefits and risks associated with nutritional choices? • How do personal health choices impact our own health as well as the health of others? • What are the five components of health-related fitness? • How can training and diet affect my personal fitness?

	<p>heredity and training influence personal fitness will help guide us to better integrate physical fitness into everyday routines to support our overall wellness.</p> <p>*List is not all inclusive</p>	<p>*List is not all inclusive</p>
Learning Goals & Objectives		
	<p>Student will understand...</p> <ul style="list-style-type: none"> • Different methods used to diagnosis and treat diseases and health conditions • The factors that influence food choices and eating patterns. • The benefits and risks associated with nutritional choices, based on eating patterns. • How to create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. • The relationship of personal health practices and behaviors on an individual's body systems. • Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong. • The importance of being active daily. • <p>*List is not all inclusive</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Compare and contrast methods used to diagnosis and treat diseases and health conditions. • List the factors that influence food choices and eating patterns. • Create a balanced meal for breakfast, lunch, and dinner, and explain why their choices of food are an important part of each meal • Explain the benefits and risks associated with nutritional choices, based on eating patterns. • Explain how health data can be used to assess and improve each dimension of personal wellness. • Learners will be able to list the five health-related components of fitness. • Learners will be able to set an attainable fitness goal to achieve. <p>*List is not all inclusive</p>

Pacing Guide		
Standards	Learning Goals	Learning Objectives
<p>Unit 1</p> <p>2.1.6. NJ SLS.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</p>	<p>SLO3 3: NJ SLS 2.1.6.C.1 Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them</p>	<p>NJ SLS 2.1.6.C.1 Students will be able to explain what a disease is.</p> <p>Explain how to detect diseases.</p> <p>Explain how to prevent diseases.</p>
<p>NJ SLS 2.1.6.B.1 & 2.1.6.B.2 Determine factors that influence food choices and eating patterns. Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p>	<p>SLO 6: NJ SLS 2.1.6.B.1 & 2.1.6.B.2 Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness.</p>	<p>NJ SLS 2.1.6.B.1 & 2.1.6.B.2 Students will be able to explain how choosing healthy foods affect my health.</p>
<p>NJ SLS 2.1.6.A.1, 2.6.6.A.1 & 2.6.6.A.4 Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Predict how factors such as health status, interests, environmental conditions, and</p>	<p>SLO 9: NJ SLS 2.1.6.A.1, 2.6.6.A.1 & 2.6.6.A.4 Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals.</p>	<p>NJ SLS 2.1.6.A.1, 2.6.6.A.1 & 2.6.6.A.4 Students will be able to explain what a health goal is.</p> <p>Explain how to achieve a health goals.</p>

<p>available time may impact personal fitness.</p> <p>Unit 2</p> <p>NJ SLS 2.2.6.B.1</p> <p>Use effective decision-making strategies.</p> <p>NJ SLS 2.3.6.A.1</p> <p>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.</p>	<p>SLO 3: NJ SLS 2.2.6.B.1</p> <p>Determine effective decision-making strategies that would assist in choices involving alcohol, tobacco, and other drugs.</p> <p>SLO 6: NJ SLS 2.3.6.A.1</p> <p>Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication.</p>	<p>NJ SLS 2.2.6.B.1</p> <p>Students will be able to describe decision-making strategies. Explain how to use these strategies to assist with making choices.</p> <p>NJ SLS 2.3.6.A.1</p> <p>Students will be able to explain what substance abuse is. Explain the effects of abusing over the counter medications.</p>
Resources		
<p>Texts/Materials:</p> <p>Websites:</p> <ul style="list-style-type: none"> • http://science.pppst.com/humanbody/bodyparts.html • http://kidshealth.org/kid/stay_healthy/ • http://www.choosemyplate.gov/ • http://www.superkidsnutrition.com/ • http://nutritionforkids.com/ • http://www.inspiration.com/kidspiration • http://kidshealth.org/kid/htbw/ 		

Videos:

- <http://www.youtube.com/watch?v=bNpTPX5gylQ> (*The Nutrition Song*)
- <http://www.brainpop.com/health/nutrition/nutrition/>

Books:

- *Mindful Movements: Ten Exercises for Well-Being* by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)
- *How to Teach Nutrition to Kids* [Book] by Connie Liakos Evers
- *Oh the Things You Can Do That Are Good for You!: All About Staying Healthy* (Cat in the Hat's Learning Library) by Tish Rabe and Aristides Ruiz
- *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* by Edward Miller
- *The Berenstain Bears and Too Much Junk Food* by Stan Berenstain and Jan Berenstain

Other Materials:

Notebooks, pencils, crayons, white bulletin board or craft paper, magazines, computer, various foods, food product labels

Instructional Methods

Learning Activities

(Refer to Marzano Framework (DQ 2-4; DQ5))

- Role play
- Research a condition/disease and analyze how it is diagnosed and treated. Then write a report or create a Power point presentation about the disease to the class
- Create and conduct a survey of the school and school activities focusing on health and wellness issues
- Create/Review a “before” and “after” scenario examples of people who do and don’t take care of their body using drawings, magazine cut outs, literature extensions, etc...
- Create a podcast, video, or multi-media campaign that promotes healthy life choices
- Prepare a healthy snack or meal
- Create a healthy menu for breakfast, lunch, and dinner
- Turn you class into a restaurant! Acquire plastic food and have your students serve

<p>others using the menus they created (ties in with Math- percentages, addition, multiplication, etc...)</p> <ul style="list-style-type: none"> • Using menus from local fast-food chains and restaurants compare nutrition information available • Create a poster design with positive/negative food behaviors and their effect on individual choices. • Compare and contrast your school cafeteria menu with another school's menu with regards to nutritional information • Create your own ideal school cafeteria menu based on Choose My Plate's daily food plan http://www.choosemyplate.gov/downloads/DailyFoodPlanWorksheetSAMPLE.png • List and sort the foods consumed over a week. Place them into the appropriate Choose My Plate category, then create a/an individual/class/team graph on Kidspiration or using Microsoft Excel • Survey the student population about food choices and what influences those choices, or even extend the survey to students in another school (local or in another country) using a blog or podcast. • Movement skills to support wellness such as: breathing techniques, walking meditation, yoga, tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, 			
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 Century Themes:	21 st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology:	Technology:	<ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	<ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration

21 st Century Life and Careers:			
Assessments			
Formative Assessments	Summative Assessments:	Performance Assessment	Major Activities/ Assignments (required):
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Role Play Create stories	

Possible Assessment Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests <p>Hands-on-projects</p>	<ul style="list-style-type: none"> • Provide word banks • Test key concepts or main ideas • Avoid test questions asking for discrete information • Make a simplified language version of the test 	<ul style="list-style-type: none"> • Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes 	<ul style="list-style-type: none"> • Provide independent project • Multilevel Learning Stations • Vertical enrichment

Possible Instructional Modifications /Accommodations:			
<p>Special Education Students</p> <ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no) • KWL Charts using pictures or native language 	<p>At-Risk Learners</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him • Dictate answers to a scribe 	<p>Advanced Learners</p> <ul style="list-style-type: none"> • Allow student to take charge of their learning • Honor interests and allow for exploration

Trimester II

Trimester II		
ESTABLISHED GOALS:	Desired Results	
<p>Domain: Alcohol, Tobacco and other Drugs Domain & Strand NJ SLS 2.3.6.B.3, 2.3.6.B.2, 2.3.6.C.1, 2.3.6.C.2</p> <p>Domain: Community Health Skills Domain & Strand NJ SLS 2.2.6.A.1, NJ SLS2.2.6.C.1, NJ SLS2.1.4.E.1, NJ SLS2.2.6.D.1</p>	<i>Students will be able to independently use their learning to...</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • Research had 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. • Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles. 	<ul style="list-style-type: none"> • How does tobacco use relate to the incidence of disease? • What is the effect of laws, policies, and procedures on smokers and nonsmoker? • What is the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease? • What are the goals of various community or service-organization initiatives to determine opportunities for volunteer service? • How do how personal assets and protective factors support healthy social and emotional development? • What are common causes of intentional and unintentional injuries and how do you prevent them? • How do personal health choices impact our own health as well as the health of others?

	<i>*List is not all inclusive</i>	<i>*List is not all inclusive</i>
Learning Goals & Objectives		
	Student will understand...	<i>Students will be able to...</i>
	<ul style="list-style-type: none"> • How tobacco use relates to the incidence of disease. • The effect of laws, policies, and procedures on smokers and nonsmokers. • The impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease • The signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. • How wellness is affected during the stages of drug dependency/addiction. • The characteristics of healthy friendships and other relationships. • Type of situations that refusal, negotiation, and assertiveness skills be used • How character and core ethical values can be useful in addressing challenging situations • The goals of various community or service-organization initiatives to determine opportunities for volunteer service • How personal assets and protective 	<ul style="list-style-type: none"> • Relate tobacco use and the incidence of disease. • Compare the effect of laws, policies, and procedures on smokers and nonsmokers. • Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease • Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. • Explain how wellness is affected during the stages of drug dependency/addiction. • In what type of situation can refusal, negotiation, and assertiveness skills be used? • How can character and core ethical values can be useful in addressing challenging situations?

	factors support healthy social and emotional development. <i>*List is not all inclusive</i>	<i>*List is not all inclusive</i>
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Pacing Guide		
Standard	Learning Goals	Learning Objectives
Unit 2		
NJ SLS 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.	SLO 10: NJ SLS 2.3.6.B.3 Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not.	NJ NJ SLS NJ SLS 2.3.6.B.3 Students will be able to explain what the laws for use and abuse of certain substances are. Students will be able to what substances are legal.
NJ SLS 2.3.6.B.2 & 2.3.6.B.3 Relate tobacco use and the incidence of disease. Compare the effect of laws, policies, and procedures on smokers and nonsmokers.	SLO 11: NJ SLS 2.3.6.B.2 & 2.3.6.B.3 Determine how laws/policies can have an effect on the health of both smokers and nonsmokers.	NJ SLS 2.3.6.B.2 & 2.3.6.B.3 Students will be able to explain how laws affect smokers and nonsmokers.
NJ SLS 2.3.6.B.2, 2.3.6.C.1 & 2.3.6.C.2 Relate tobacco use and the incidence of disease. Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. Explain how wellness is affected during the stages of drug dependency/addiction.	SLO 14: NJ SLS 2.3.6.B.2, 2.3.6.C.1 & 2.3.6.C.2 Summarize the signs and symptoms of a person who is abusing alcohol, tobacco and other drugs, and determine how it affects personal wellness both short term and long term.	NJ SLS 2.3.6.B.2, 2.3.6.C.1 & 2.3.6.C.2 Students will be able to describe symptoms of drug abuse? Students will be able to how drug abuse affects a person physically.

<p>Unit 3</p> <p>NJ SLS 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>NJ SLS 2.2.6.C.1 & 2.1.4.E.1 Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>Compare and contrast how individuals and families attempt to address basic human needs.</p> <p>NJ SLS 2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</p>	<p>SLO 5: NJ SLS 2.2.6.A.1 Demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with (i.e. being able to communicate the need for help in different situations).</p> <p>SLO 8: NJ SLS 2.2.6.C.1 & 2.1.4.E.1 Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors.</p> <p>SLO 10: NJ SLS 2.2.6.D.1 Analyze one’s values and community needs and determine the potential impact of participating in community and service projects on self and others.</p>	<p>NJ SLS 2.2.6.A.1 Students will be able to explain how verbal and nonverbal communication can be used.</p> <p>NJ SLS 2.2.6.C.1 & 2.1.4.E.1 Students will be able to explain what character is.</p> <p>Students will be able to what ethical values are.</p> <p>Students will be able to how these can help when addressing any situation.</p> <p>NJ SLS 2.2.6.D.1 Students will be able to explain what volunteer services are.</p> <p>Explain how volunteer services help others.</p> <p>Understand how services help me.</p>
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Resources

Texts/Materials:

Websites:

- http://free.ed.gov/subjects.cfm?subject_id=61&res_feature_request=1
- <http://facs.pppst.com/drugs.html>
- <http://www.dare.com/home/default.asp>
- <http://www.drpboddy.com/drugs.html>

Videos:

- <http://www.youtube.com/watch?v=1WH4NWbPABw>

Books:

- Around the World Series” by Ann Morris
- Kids' Power Too: Words To Grow By by Cathey Brown, Betty LaPorte and Jerry Moe
- My Dad Loves Me, My Dad has a Disease by Claudia Black

Other Materials:

Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above

Instructional Methods

Learning Activities

(Refer to Marzano Framework (DQ 2-4; DQ5))

- Research the laws, policies, and procedures on smokers and nonsmokers.
- Role play
- Create a T-chart showing short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- Construct a brochure showing effective strategies to stop using alcohol, tobacco and other drugs
- Compose a song or rap “Saying no to drugs”

<ul style="list-style-type: none"> • Web quest: Each group develops one question for the class to research. Teams provide the teacher with the correct answer and the Web link where the answer can be found. • Engage in a class discussion followed by watching the video, <i>Always Changing</i>. Following the movie, discuss the changes your body goes through at puberty. In teams, create a list of changes they believe will take place during puberty. • View a film on dating in the 1950s. Focus on the clothing, music, and language of the teens in the film and what it was like to live in different eras. (http://www.youtube.com/watch?v=1WH4NWbPABw) Work in six groups of 4-5 students to examine one era (1950s, 60s, etc.) per group and research how work, family and home life, popular culture, population, and technology have changed. Develop a multi-media presentation on each era and present to the class. Include video clips relevant to the era. 			
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 Century Themes:	21 st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers:	Technology:	<ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	<ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration

Assessments			
Formative Assessments	Summative Assessments:	Performance Assessment	Major Activities/ Assignments (required):
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Role Play Create stories	

Possible Assessment Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests Hands-on-projects	<ul style="list-style-type: none"> • Provide word banks • Test key concepts or main ideas • Avoid test questions asking for discrete information • Make a simplified language version of the test 	<ul style="list-style-type: none"> • Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes 	<ul style="list-style-type: none"> • Provide independent project • Multilevel Learning Stations • Vertical enrichment

Possible Instructional Modifications /Accommodations:			
<p>Special Education Students</p> <ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no) • KWL Charts using pictures or native language 	<p>At-Risk Learners</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him • Dictate answers to a scribe 	<p>Advanced Learners</p> <ul style="list-style-type: none"> • Allow student to take charge of their learning • Honor interests and allow for exploration

Trimester III

Trimester III		
ESTABLISHED GOALS:	Desired Results	
<p>Domain: Community Health Skills Domain & Strand NJ SLS2.2.6. D.1, NJ SLS NJ SLS 2.1.6.D.1, NJ SLS2.1.6. E.1</p> <p>Domain: Family Life Domain & Strand NJ SLS 2.4.6.A.2, 2.4.6.A.3, 2.4.6.B.1, 2.4.6.B.2 NJ SLS2.4.6. C.2, S.4.6.C.1</p>	<i>Students will be able to independently use their learning to...</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. • Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health. • Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. • Health choices and behaviors have a profound impact on personal, family, community, and global wellness • Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals 	<ul style="list-style-type: none"> • In what type of situation can refusal, negotiation, and assertiveness skills be used? • How can character and core ethical values can be useful in addressing challenging situations? • Analyze the characteristics of healthy friendships and other relationships. • Examine the types of relationships adolescents may experience. • Compare growth patterns of males and females during adolescence. • Summarize strategies to remain abstinent and resist pressures to become sexually active. • What is the sequence of fertilization, embryonic growth, and fetal development during pregnancy? • What are the signs and symptoms of pregnancy? • <i>What are the characteristics of healthy friendships and other relationships?</i> • <i>What are types of relationships</i>

	<p>mature, they seek out different relationships with peers, colleagues, and loved ones.</p> <p>*List is not all inclusive</p>	<p><i>adolescents may experience?</i></p> <ul style="list-style-type: none"> • <i>What are the growth patterns of males and females during adolescence?</i> • <i>What are strategies to remain abstinent and resist pressures to become sexually active?</i> <p>*List is not all inclusive</p>
Learning Goals & Objectives		
	<p>Student will understand</p> <ul style="list-style-type: none"> • Common causes of intentional and unintentional injuries and how to prevent them • The relationship of personal health practices and behaviors on an individual's body systems. • That health data can be used to assess and improve each dimension of personal wellness. • The types of relationships adolescents may experience • Tolerance, appreciation and understanding of individual difference are necessary in order to establish healthy relationships • Growth patterns of males and females during adolescence. • Strategies to remain abstinent and resist pressures to become sexually active. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. • Identify the signs and symptoms of pregnancy. • Identify types of situations that refusal, negotiation, and assertiveness skills be used • Explain how character and core ethical values can be useful in addressing challenging situations • Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. • Identify ways that personal assets and protective factors support healthy social and emotional development. • Recognize, identify and alert adults to potentially harmful

	<ul style="list-style-type: none"> • The sequence of fertilization, embryonic growth, and fetal development during pregnancy. • The signs and symptoms of pregnancy <p><i>*List is not all inclusive</i></p>	<p>conditions/situations.</p> <ul style="list-style-type: none"> • Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents. • Explain how health data can be used to assess and improve each dimension of personal wellness. <p><i>*List is not all inclusive</i></p>
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Pacing Guide		
Standards	Learning Goals	Learning Objectives
<p>Unit 4</p> <p>NJ SLS 2.1.6.D.1 & 2.2.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</p> <p>NJ SLS 2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.</p>	<p>SLO 16: NJ SLS 2.1.6.D.1 & 2.2.6.D.1 Summarize the common causes of intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school, and in the community.</p> <p>SLO 19: NJ SLS 2.1.6.E.1 Analyze how one’s personal assets (confidence, compassion, intelligence) support healthy social and emotional development.</p>	<p>NJ SLS 2.1.6.D.1 & 2.2.6.D.1 Students will be able to describe what intentional injuries are.</p> <p>Students will be able to the causes of intentional injuries?</p> <p>Students will be able to strategies to prevent injuries.</p> <p>NJ SLS 2.1.6.E.1 Students will be able to explain personal assets</p> <p>Students will be able to how personal assets</p>

<p>Unit 4</p> <p>NJ SLS 2.4.6.A.2 & 2.4.6.A.3 Analyze the characteristics of healthy friendships and other relationships.</p> <p>Examine the types of relationships adolescents may experience.</p> <p>NJ SLS 2.4.6.B.1 Compare growth patterns of males and females during adolescence.</p> <p>NJ SLS 2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>NJ SLS 2.4.6.C.2 Relate the health of the birth mother to the development of a healthy fetus.</p> <p>NJ SLS 2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</p>	<p>SLO 3: NJ SLS 2.4.6.A.2 & 2.4.6.A.3 Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship.</p> <p>SLO 6: NJ SLS 2.4.6.B.1 Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females.</p> <p>SLO 7: NJ SLS 2.4.6.B.2 Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent.</p> <p>SLO 10: NJ SLS 2.4.6.C.2 Identify the signs of pregnancy.</p> <p>SLO 11: NJ SLS 2.4.6.C.1 Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus.</p>	<p>help support development.</p> <p>NJ SLS 2.4.6.A.2 & 2.4.6.A.3 Students will be able to explain what a relationship is.</p> <p>Students will be able to explain a healthy relationship is. Students will be able to explain types of relationships that adolescents experience.</p> <p>NJ SLS 2.4.6.B.1 Students will be able to explain changes that occur during puberty.</p> <p>NJ SLS 2.4.6.B.2 Students will be able to explain strategies to remain abstinent.</p> <p>NJ SLS 2.4.6.C.2 Students will be able to explain signs of pregnancy.</p> <p>NJ SLS 2.4.6.C.1 Students will be able to explain how babies develop.</p>
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		Students will be able to explain how a mother's health affects the fetus health.
Resources		
<p>Texts/Materials:</p> <p>Website:</p> <ul style="list-style-type: none"> • http://webtech.kennesaw.edu/jcheek3/chared.htm • http://www.livingvalues.net/books/pdf-downloads/lvac3-7i.pdf <p>Books:</p> <ul style="list-style-type: none"> • Uncomfortable Secrets. a Children's Book That Will Help Prevent Abuse by Paulina Ponce, Stephanie Halfen • How Full Is Your Bucket? For Kids ~ Tom Rath • Have You Filled a Bucket Today? ~ Carol McCloud • Be Happy!: A Little Book for a Happy You ~ Monica Sheehan • Monster Manners by Bethany Roberts <p>Other Materials: Notebooks, pencils, crayons, index cards</p>		
Instructional Methods		
<p>Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5))</p>	<ul style="list-style-type: none"> • Role play • Create a comic, story, ballad, or visual showing an example of refusal, negotiation, and assertiveness skills be used in a situation • Class debate about various issues • Create a Superhero: Children can create their own hero based on the core ethical values (such as respect, empathy, civic mindedness, and good citizenship)) • Class read aloud • Role play scenarios showing harassment, gang violence, discrimination, and bullying 	

		<ul style="list-style-type: none"> • Create Venn-diagram to compare and contrast the characteristics of intentional and unintentional injuries • Create and conduct a survey of the school and school activities focusing on health and wellness issues • Web quest: Each group develops one question for the class to research. Teams provide the teacher with the correct answer and the Web link where the answer can be found. 	
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 Century Themes:	21 st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers:	Technology:	<ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	<ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration
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