

Grade 5-6 Health

Course Description: The 5-6 Health Course will introduce age appropriate health issues that affect their everyday lives. The goal of the Health 5-6 program is to expand on the knowledge gained in the 3-4 program, as well as introduce students to new health issues that will directly affect them.

Course Sequence:

Unit 1: Nutrition (6 weeks)

Unit 2: Diseases and Health Conditions (7 weeks)

Unit 3: Social and Emotional Health (6 weeks)

Unit 4: Safety (6 weeks)

Unit 5: Communication (5 weeks)

Unit 6: Decision Making and Goal Setting (5 weeks)

Unit 7: Character Development (4 weeks)

Unit 8: Advocacy and Service (4 weeks)

Unit 9: Medicine (4 weeks)

Unit 10: Relationships (5 weeks)

Unit 11: Family Life (8 weeks)

Ongoing Unit: Mindfulness and SEL (Yearlong Curriculum)

Pre-requisite:

3rd & 4th Grade Health Units

Unit 1 - Overview**Content Area:** Health**Unit Title:** Decision Making and Goal Setting**Grade Level:** 5th and 6th grade**Unit Summary:**

In the “Decision Making and Goal Setting” unit, students will learn how to make effective decisions using strategies taught to them.

Unit 1 - Standards**Standards (Content and Technology):****CPI#:** **Statement:****NJSLS Standards**

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.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP1 Act as a responsible and contributing citizen and employee.

CRP3 Attend to personal health and financial well-being.

CRP4 Communicate clearly and effectively and with reason.

CRP9 Model integrity, ethical leadership and effective management.

CRP12 Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Interdisciplinary Connection

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Question(s):

- What are decision making strategies?
- How do conflicting interests influence one’s decisions?

Unit Enduring Understandings:

- Decision making strategies can become more difficult with conflicting interests.
- It is imperative to employ decision making strategies when the decisions become more difficult.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to use effective decision making strategies.
- Students will be able to predict how the outcome of a health related decision may differ in an alternative decision is made by yourself or others.
- Students will be able to determine how conflicting interests may influence one’s decisions.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials:

<http://www.ric.edu/sherlockcenter/publications/rsdcfullversion.pdf>

<https://www.projectsmart.co.uk/smart-goals.php>

Modifications:

Special Education/ 504 Students:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Strategies	Students will be able to learn and use effective decision making strategies.	1 class
Predicting Outcomes	Students will be able to predict how the outcome of a health related decision may differ if an alternative decision is made by yourself or others.	2 classes
Influences	Students will be able to determine how conflicting interests may influence one's decisions.	2 classes

Teacher Notes:**Additional Resources:**

Unit 2 - Overview**Content Area:** Health**Unit Title:** Social and Emotional Health**Grade Level:** 5th and 6th grade**Unit Summary:**

In the social and emotional health unit, students will learn about loss, protective factors, and crisis. Students will learn what these topics are and how to effectively deal with them. Also covered within the unit will be the resolution of incidents at school and in the community involving conflict, violence, harassment, gangs, discrimination, and bullying.

Unit 2 - Standards**Standards (Content and Technology):****CPI#:** **Statement:****NJSLS Standards**

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.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.B.6 Research technologies that have changed due to society's changing needs and wants.

8.2.5.E.1 Identify how computer programming impacts our everyday lives.

21st century themes and skills (standard 9)

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Educational Technology Standards

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Interdisciplinary Connection

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NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Question(s):

- How do personal assets and protective factors support healthy social and emotional development?
- How do people deal with loss and change?
- How do you resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying?

Unit Enduring Understandings:

- It is important that students know the services that are available to them when dealing with change, or loss
- Educational services are vital to resolving incidents of conflict, violence, harassment, and bullying.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to explain how personal assets and protective factors support healthy social and emotional development.
- Students will be able to compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

- Students will be able to make recommendations on how to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<http://www.secondstep.org/social-emotional-learning>
<https://proudtobeprimary.com/social-emotional-learning/>

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At-Risk Students:

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- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Personal Assets and Protective Factors	Students will be able to explain how personal assets and protective factors support healthy social and emotional development.	2 classes
Loss	Students will be able to compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	2 classes
School and Community Conflict	Students will be able to make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.	4 classes

Teacher Notes:

Additional Resources:

Unit 3 - Overview**Content Area:** Health**Unit Title:** Communication**Grade Level:** 5th and 6th grade**Unit Summary:**

Communication is a very important skill in school and outside of school. In this unit, students will learn the importance of it. They will also learn how to demonstrate different communication skills in different settings.

Unit 3 - Standards**Standards (Content and Technology):****CPI#:** **Statement:****NJSLS Standards**

2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
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2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
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8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
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8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
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21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

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CRP4	Communicate clearly and effectively and with reason.
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CRP9	Model integrity, ethical leadership and effective management.
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CRP12	Work productively in teams while using cultural global competence.
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Educational Technology Standards

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8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
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Interdisciplinary Connection

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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Unit Essential Question(s):

- What is verbal and nonverbal communication?
- In what settings are verbal and/or nonverbal communication acceptable?
- What is the importance of learning refusal, negotiation and assertiveness skills?

Unit Enduring Understandings:

- There are several different forms of communication other than verbal.
- The ability to communicate what you want clearly is an essential life skill.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to demonstrate verbal and nonverbal interpersonal communication in various settings.
- Students will be able to demonstrate the use of refusal, negotiation, and assertiveness skills in different situations.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://creation.com/communication-fundamentals-10-fun-ways-to-teach-children-effective-communication-skills>
<http://www.sdcda.org/office/girlsonlytoolkit/toolkit/got-05-communication.pdf>

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At-Risk Students:

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- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Verbal/Nonverbal Communication	Students will be able to demonstrate verbal and nonverbal interpersonal communication in various settings.	2 classes
Skills	Students will be able to demonstrate the use of refusal, negotiation, and assertiveness skills in different situations.	3 classes

Teacher Notes:

Additional Resources:

Unit 4 - Overview**Content Area:** Health**Unit Title:** Diseases and Health Conditions**Grade Level:** 5th and 6th grade**Unit Summary:**

In the health conditions unit, students learn about how to detect and treat diseases. They will also learn about mental illnesses such as depression and anxiety.

Unit 4 - Standards**Standards (Content and Technology):****CPI#:** **Statement:****NJSLS Standards**

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.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

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NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Question(s):

- How are the diseases and health conditions prevalent in adolescents detected and treated?
- What are mental illnesses?
- How are mental illnesses detected and treated?

Unit Enduring Understandings:

- Visiting a doctor for an annual physical exam is the best way to detect disease and health conditions in adolescents.
- It is important to recognize the signs of mental illness, so that it can be treated.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to list diseases and health conditions prevalent in adolescents.
- Students will be able to explain how diseases prevalent in adolescents are detected and treated.
- Students will be able to list and define different mental illnesses.
- Students will be able to explain how mental illnesses are detected and treated.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://copingskillsforkids.com/calming-anxiety>

<https://childmind.org/article/anxiety-and-mindfulness/>

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At-Risk Students:

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- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Diseases Prevalent in Adolescents	Students will be able to list diseases that are prevalent in adolescents. Students will be able to list ways that these diseases are detected and treated.	3 classes
Mental Illnesses	Students will be able to compare and contrast common mental illnesses such as depression, anxiety, panic disorders, and phobias. Students will be able to list ways these mental illnesses are detected and treated.	4 classes

Teacher Notes:**Additional Resources:**

Unit 5 - Overview**Content Area:** Health**Unit Title:** Relationships**Grade Level:** 5th and 6th grade**Unit Summary:**

The relationships unit includes relationships between friends, families, and dating behaviors.

Unit 5 - Standards**Standards (Content and Technology):****CPI#:** **Statement:****NJSLS Standards**

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.

2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Interdisciplinary Connection

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NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Question(s):

- Are there different types of families?
- What types of relationships might adolescents experience?
- Why is it important to understand conflict resolution within relationships?

Unit Enduring Understandings:

- There are many different types of family structures.
- Adolescents will experience a variety of relationships.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to compare and contrast how families may change over time.
- Students will be able to analyze the characteristics of healthy friendships and other relationships.
- Students will be able to examine the types of relationships adolescents may experience.
- Students will be able to list steps in conflict resolution.
- Students will be able to explain what dating is and what dating behaviors are.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://fcscortland.org/Health+Relationships>

Modifications:

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English Language Learners:

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At-Risk Students:

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- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Families	Students will be able to compare and contrast how families may change over time.	1 class
Healthy Friendships	Students will be able analyze characteristics of healthy friendships and other relationships.	1 class
Adolescent Relationships	Students will be able to examine the types of relationships adolescents may experience.	1 class
Conflict Resolution	Students will be able to list the steps in conflict resolution.	1 class
Dating	Students will be able to explain what dating is and what dating behaviors are.	1 class

Teacher Notes:

Additional Resources:

Unit 6 - Overview**Content Area:** Health**Unit Title:** Family Life**Grade Level:** 5th and 6th grade**Unit Summary:**

Family life is a unit that encompasses all topics surrounding dating and puberty. Within this unit students are able to learn about their own bodies and the changes that will happen to them during adolescence. They will also learn behaviors that are appropriate and inappropriate along with consequences for these behaviors.

Unit 6 - Standards**Standards (Content and Technology):****CPI#:** **Statement:****NJSLS Standards**

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.
2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy
2.4.6.C.2	Identify 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
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.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

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CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

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Interdisciplinary Connection

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NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Question(s):

- What is puberty?
- What is abstinence?

Unit Enduring Understandings:

- Students begin to experience physical and emotional changes during puberty.

<ul style="list-style-type: none"> • What are the possible physical, social and/or emotional impacts that adolescents could feel because of being sexually active? 	<ul style="list-style-type: none"> • Abstaining from sexual activity is the only way completely avoid STD's or unwanted pregnancy.
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Unit Learning Targets/Objectives:

Students will...

- Students will be able to compare growth patterns of males and females during puberty.
- Students will be able to summarize strategies to remain abstinent.
- Students will be able to list ways to resist pressures to become sexually active.
- Students will be able to determine behaviors that place one at risk for HIV/AIDS, STD's, or unintended pregnancy.
- Students will be able to predict the possibly physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
- Students will be able to summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- Students will be able to predict challenges that they be faced with by adolescents and their families.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://www.kappanionline.org/marshall-sex-education/>
<https://teachingsexualhealth.ca/parents/information-by-topic/reproduction-pregnancy/>

Modifications:

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At-Risk Students:

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- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Puberty	Students will be able to list the physical and emotional changes that occur during puberty.	2 classes

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Abstinence	Students will be able to summarize strategies to remain abstinent.	2 classes
HIV/AIDS/STD's	Students will determine behaviors that place one at risk for HIV/AIDS/STD's or unintended pregnancy.	2 classes
Pregnancy	Students will be able to summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.	2 classes
Teacher Notes:		
Additional Resources:		

Unit 7 - Overview**Content Area:** Health**Unit Title:** Character Development**Grade Level:** 5th and 6th grade**Unit Summary:**

The character development unit incorporates everything from ethical values to how to proactively include peers with disabilities inside and outside of school. The goal of the unit is for students to learn how to become upstanding citizens.

Unit 7 - Standards**Standards (Content and Technology):****CPI#:** **Statement:****NJSLS Standards**

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 activities.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Interdisciplinary Connection

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Question(s):

- What are ethical values?
- How do our values come into play when making decisions?
- How do we proactively include peers with disabilities inside and outside of school?

Unit Enduring Understandings:

- Ethical values are necessary when making all decisions.
- Our values come into play when interacting with a variety of students.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to explain how character and core ethical values can be useful in addressing challenging situations.
- Students will be able to predict situations that may challenge an individual's core ethical values.
- Students will be able to proactively include peers with disabilities at home, school, and in community activities.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<http://www.goodcharacter.com/ESTopics.html>

Modifications:

Special Education/ 504 Students:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Values	Students will be able to explain how character and core ethical values can be useful in addressing challenging situations. Students will be able to predict situations that may challenge an individual's core ethical values.	3 classes
Peers with Disabilities	Students will be able to develop ways to proactively include peers with disabilities at home, school, and in community activities.	1 classes

Teacher Notes:

Additional Resources:

Unit 8 - Overview**Content Area:** Health**Unit Title:** Advocacy and Service**Grade Level:** 5th and 6th grade**Unit Summary:**

During the unit titled, “Advocacy and Service,” students will learn about different volunteer opportunities within their community. They will research them and inform peers about them in the hopes of raising awareness. This unit will also be used to encourage student recognition of health data and it’s relation to personal wellness.

Unit 8 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
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2.2.6.D.2	Develop a position about a health issue in order to inform peers.
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2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
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8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
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8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
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21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
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CRP3

CRP4	Communicate clearly and effectively and with reason.
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CRP9	Model integrity, ethical leadership and effective management.
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CRP12	Work productively in teams while using cultural global competence.
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Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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Interdisciplinary Connection

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
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NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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Unit Essential Question(s):

- What is the importance of volunteering?
- How can we inform our peers of volunteer opportunities and the importance of it?

Unit Enduring Understandings:

- Volunteering allows students to organize and gain a sense of responsibility.
- Working together with peers on volunteer initiatives will strengthen the sense of community within the class, and school.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to appraise the goals of various community organization initiatives to determine opportunities for volunteer service.
- Students will be able to develop a position about a health issue in order to inform peers.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://www.learningtogive.org/units/i-can-do/create-volunteer-spirit>

Modifications:

Special Education/ 504 Students:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Opportunities	Students will be able to research various community initiatives. Students will be able to list organizations within the community that are in need of volunteers.	2 classes
Developing a Position	Students will be able to develop a position about a health issue in order to inform peers.	2 classes

Teacher Notes:

Additional Resources:

Unit 9 - Overview**Content Area:** Health**Unit Title:** Nutrition**Grade Level:** 5th and 6th grade**Unit Summary:**

In the nutrition unit, students will learn the importance of a balanced diet by incorporating the discussion of food labels, what factors influence food choices, and benefits/risks associated with nutritional choices.

Unit 9 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

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.
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.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Interdisciplinary Connection

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Question(s):

- What influences food choices and eating patterns?
- What are the benefits and risks associated with nutritional choices?
- What is the importance knowing how to read food labels?

Unit Enduring Understandings:

- There are many contributing factor to food choice and eating patterns, included peers, and advertising.
- Proper nutritional choices will have a positive effect on overall health and wellness.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to determine factors that influence food choices and eating patterns.
- Students will be able to list benefits and risks associated with nutritional choices based on eating patterns.

- Students will be able to create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- Students will be able to compare and contrast nutritional information on similar food products in order to make informed choices.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://www.choosemyplate.gov>

Modifications:

Special Education/ 504 Students:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Influences on Food Choices	Students will be able to list factors that influence our food choices.	2 classes
Benefits and Risks Associated with Nutritional Choices	Students will be able to list risks and benefits associated with nutritional choices.	1 class
Creating a Balanced Meal	Students will be able to create a balanced diet based on nutritional content, value, calories, and cost.	2 classes
Informed Choices on Food	Students will be able to compare and contrast nutritional information on	1 class

	similar food products in order to make informed choices.	
Teacher Notes:		
Additional Resources:		

Unit 10 - Overview**Content Area:** Health**Unit Title:** Safety**Grade Level:** 5th and 6th grade**Unit Summary:**

The safety unit encompasses a wide range of topics. Students will be learning about the traffic safety system, causes of unintentional injuries, basic first aid procedures, and what to do if abuse occurs.

Unit 10 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

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.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.B.6	Research technologies that have changed due to society's changing needs and wants.
8.2.5.E.1	Identify how computer programming impacts our everyday lives.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Interdisciplinary Connection

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Question(s):

- What do I do if I suspect someone in being abused?
- When and how do I use basic first-aid procedures?
- What are the components of the traffic safety system?
- How do people contribute to making the system effective?
- What are the causes of unintentional injuries in adolescents?

Unit Enduring Understandings:

- Reporting suspected abuse is the best way to get help to those involved.
- Traffic safety works best when everyone on the road follows the rules, and works together.

Unit Learning Targets/Objectives:*Students will...*

- Students will be able to explain what to do if abuse is suspected or occurs.

- Students will be able to summarize the components of the traffic safety system and how people contribute to making the system effective.
- Students will be able to summarize the common causes of unintentional injuries in adolescents and related prevention strategies.
- Students will be able to assess when to use basic first-aid procedures.

Evidence of Learning

Formative Assessments:

- Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s):

- Unit tests.

Alternative Assessments:

- Oral presentations/quiz. Project based assessments

Resources/Materials :

<https://www.safekids.org/home-safety-educators>

<https://www.kidpower.org/library/article/safe-without-scared/>

Modifications:

Special Education/ 504 Students:

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and
- permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP
- accommodations/modifications

English Language Learners:

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions and explanations
- Allow extended time to answer questions, and allow drawing as an explanation.
- Accept participation at any level

At-Risk Students:

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS action plan.
- Consult with classroom teacher for specific behavior interventions
- provide rewards and necessary

Gifted and Talented Students:

- Provide extension activities
- Peer leaders

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Abuse	Students will be able to define abuse and explain what to do if they suspect it has occurred.	2 classes
Traffic Safety System	Students will be able to summarize the components of the traffic safety system and how people contribute to making the system effective.	2 classes
Unintentional Injuries	Students will be able to summarize the common causes of unintentional injuries in adolescents and related prevention strategies.	2 classes

First Aid	Students will be able to assess when to use basic first-aid procedures.	2 classes
Teacher Notes:		
Additional Resources:		

Unit 11 - Overview**Content Area:** Health**Unit Title:** Medicine**Grade Level:** 5th and 6th grade**Unit Summary:**

In the medicine unit, students learn the difference between prescription and over-the-counter drugs. They are also taught abuse and overuse of drugs. The goal of the unit is for students to understand the safe way of taking medications.

Unit 11 - Standards**Standards (Content and Technology):****CPI#:****Statement:****NJSLS Standards**

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.
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 non-smokers
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 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.
2.3.6.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.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st century themes and skills (standard 9)

9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Interdisciplinary Connection

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is the difference between prescription and over-the-counter drugs? • What are the short and long-term effects of abusing over-the-counter and prescription medications? • What are the physical effects of alcohol and tobacco use? • What are the effects of alcohol and tobacco use based on the law? • How can you tell someone is abusing illegal drugs? • What leads to drug dependency? • What strategies can be used to stop drug abuse? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Students must understand that prescription drugs are intended only for the person they are prescribed to. • Drug abuse has many adverse side effects. • Students will understand the effects of alcohol and tobacco use. • Students will recognize signs and symptoms of drug abuse. • Students will know what factors contribute to drug addiction and the effective strategies that can help stop addiction.
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<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Students will be able to compare and contrast the short and long term effects for the abuse of commonly used over-the-counter drugs and prescription drugs. • Students will be able to compare and contrast information found on over-the-counter and prescription medications. • Students will be able to list the effects of alcohol and tobacco use. • Students will be able to recognize the signs of drug abuse.

Evidence of Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Unit tests. <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Oral presentations/quiz. Project based assessments <p>Resources/Materials : http://www.scholastic.com/browse/article.jsp?id=3757744 https://leadrugs.org</p>

<p>Modifications:</p> <p>Special Education/ 504 Students:</p> <ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions, and • permit drawing, as an explanation • Accept participation at any level, even one word • Consult with Case Managers and follow IEP • accommodations/modifications <p>English Language Learners:</p> <ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions and explanations • Allow extended time to answer questions, and allow drawing as an explanation. • Accept participation at any level 	<p>At-Risk Students:</p> <ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with guidance counselor and follow I&RS action plan. • Consult with classroom teacher for specific behavior interventions • provide rewards and necessary <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Provide extension activities • Peer leaders
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Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
OTC/Prescription Medications	Students will be able to define and list differences and similarities between OTC and prescription medications.	1 class
Drug Abuse	Students will be able to compare and contrast short and long term effects and the potential for abuse of commonly used OTC and prescription medications.	3 classes
Effects of Illegal Drugs	Students will be able to list the signs and effects of illegal drug use.	3 classes
Causes and Treatment	Students will be able to discuss what leads to drug dependency and how to stop it.	2 classes
Teacher Notes:		
Additional Resources:		

Mindfulness Overview

Content Area: Health Education

Unit Title: Mindfulness and SEL

Grade Level: 5th & 6th

Unit Summary: Within the Mindfulness unit, students will be taught how to be in the moment and present with their mind, their thoughts, and the environment around them. In this unit, students learn mindful reactions to given emotions. The 7 Mindsets course is an age-appropriate overview of the 7 Mindsets for intermediate students. The course is primarily instructor-led but requires extensive student participation. Additionally, some student-led components are included. The course uses developmentally-appropriate games, activities, and videos to create an understanding of the four learning objectives contained in each Mindset. This unit will be taught by elementary certified staff members in the general education classroom for a minimum of 30 minutes each week throughout the duration of the school year during the weekly SEL period.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
2.1.6.E.1	Explain 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.
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.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.

Interdisciplinary:

RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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Career Ready Practices:

CRP1.	Act as a responsible and contributing citizen and employee.
CRP5.	Consider the environmental, social and economic impacts of decisions.

NJ SEL Competencies:

Competency 1	Self-Awareness
Competency 2	Self-Management
Competency 3	Social Awareness
Competency 4	Responsible Decision Making
Competency 5	Relationship Skills

Educational Technology Standards:

8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What is mindfulness? ● Why is mindfulness important? ● How can we take small steps to turn mistakes into opportunities? ● How can we align our interests with our core values and our passions with what matters most to us? ● How does surrounding ourselves with people who build us up and inspire us help us to live our best life? ● How can we celebrate successes and setbacks while on the journey to achieve our goals? ● How does seeking the positive in every situation and showing gratitude more often help us feel better and become happier? ● How can we give back through our interests and passions? ● How can we be brave, try new things, and stay focused on the path to achieving our dreams? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Students will utilize the skills of mindful listening, and mindful bodies in situations where it is necessary. ● Students will using breathing and other techniques learned to help diffuse situations and emotions. ● Students will be able to embrace creativity and imagination and look on the bright side of things. ● Students will understand that they are all unique individuals with unique passions and talents. ● Students will learn to actively seek ways to offer kindness in order to strengthen these relationships. ● Students will learn to focus their energy on achieving their goals and that their lives are a journey paved with setbacks and celebrations that we learn from all along the way. ● Students will learn to look for the positive in all situations, big or small, and notice how it changes the outcome. ● Students will learn that by giving back through their interests and passions, they will help other people and leave a lasting legacy in the world. ● Students will understand that by being brave, trying new things, and staying focused on the path to achieving our dreams, every step we take should be purposeful and align with our goals and beliefs.
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● be able to be present in a moment when faced with a difficult decision. ● utilize mindful listening to try to understand what someone is trying to communicate. ● think before reacting so as to ensure the reaction is purposeful and appropriate. ● Change their mindset to identify the positive in their lives ● Identify their strengths and areas of growth as they reflect on who they are and how they fit into the world. 	
<p>Evidence of Learning</p>	
<p>Formative Assessments: Teacher observations, Teacher feedback, Pre and post tests on the fundamentals of mindfulness, class discussions and questioning</p> <p>Summative/Benchmark Assessment(s): Post survey at the end of the year</p> <p>Alternative Assessments: N/A (this course is designed for reflection and social emotional growth)</p> <p>Resources/Materials (copy hyperlinks for digital resources): 7 Mindsets Link: https://7mindsets.com/ (See Tech Department for login) https://www.edutopia.org/blog/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow</p>	
<p>Modifications: <u>Special Education Students</u></p> <ul style="list-style-type: none"> ● Consult with case manager and follow IEP ● accommodations and modifications. ● Allow errors and extended time to complete tasks. 	<p><u>At-Risk Students</u></p> <ul style="list-style-type: none"> ● Follow I&RS action plans. ● Allow extended time to complete assignments. ● Consult with classroom teacher. <p><u>Gifted and Talented Students'</u></p>

English Language Learners

- Allow errors in speaking
- Grant extended time to complete assignments.
- Rephrase questions, directions, and explanations.
- Consult with ESL teacher specific to vocabulary
- Provide extension activities
- Allow opportunity for leadership roles

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Mindfulness SEL- Everything is Possible	Students will learn how to look at the bright side when things do not go their way.	4-5 weeks
Mindfulness SEL- Passion First	Students will be able to focus on their interests and what makes them unique and align them with their values and passions.	4-5 weeks
Mindfulness SEL- We are Connected	Students will be able to seek out and maximize positive relationships with people that can help us achieve our dreams.	4-5 weeks
Mindfulness SEL- 100% Accountable	Students will be able to understand that we are responsible for our own success and happiness.	4-5 weeks
Mindfulness SEL- Attitude of Gratitude	Students will be able to understand that we are all unique, and if we focus on what we enjoy and what brings us happiness, these things will multiply.	4-5 weeks
Mindfulness SEL- Live to Give	Students will focus on giving love and respect to others, and receiving new and exciting things that come into their lives gracefully.	4-5 weeks
Mindfulness SEL- The Time is Now	Students will learn to find and embrace circumstances that create positive emotions.	4-5 weeks

Teacher Notes:

Mindfulness falls under the Mental/Emotional Health portion of the Midland Park Health Curriculum. It is one unit taught from September through June by an elementary certified teacher for a minimum of 30 minutes each week. A SEL period has been allotted in the schedule however due to unforeseen circumstances and constraints on schedules, this can be spread out over the course of the week as needed.

Additional Resources

<https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/>
<https://www.mindfulschools.org/resources/explore-mindful-resources/>
<http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>
<https://www.teachstarter.com/blog/classroom-mindfulness-activities-for-children/>

The 7 Mindsets by Shickler and Waller