



Totowa Public Schools

Health

Grades 3-5

Aligned to NJ: 2020 SLS: Comprehensive Health and Physical Education Standards

BOE Adopted: 08/31/2022

Revised: 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Personal and Mental Health	9 Weeks	
Drugs & Medicine	9 Weeks	
Inegrated Wellness Skills	9 Weeks	
Family Life	9 Weeks	Learning objectives in this unit are further broken down by grade level.
		Curricular Mandate List

Unit Title	Personal and Mental Health
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>In this unit, students will continue to learn about making smart health decisions aimed at keeping them safe and healthy. Students will examine how their choices affect their personal health and wellness.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Students will recognize the components of a healthy and active lifestyle and justify the importance with reasoning.
Enduring Understandings	<ul style="list-style-type: none"> • There are specific health skills that we can use to promote our own wellness.
Learning Outcomes	<ul style="list-style-type: none"> • Identify and explain the importance of making good and smart health decisions. • Explain why individuals should avoid making poor health decisions. • Identify and explain ways to overcome influences when making decisions about my personal health. • Describe how the human body is organized and explain how different body systems work together. • List the ways pathogens enter the body, how the body fights disease, and ways to prevent disease. • Explain how the body's defense works against pathogens. • Identify public health strategies and determine their impact on preventing diseases and health conditions. • Identify ways we can keep ourselves disease free. • Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them.

- Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve three personal health goals.
- Create a healthy meal by identifying and analyzing nutritional data.
- Identify what makes food healthy and how to determine appropriate portion size.
- Explain how our food choices affect our health and wellness.
- Analyze personal fitness levels to create and implement an individualized wellness improvement plan.
- Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness.
- Identify resources to access information about health and fitness services?
- Explain what causes optimal growth and development, in terms of nutrition.
- Explain ways we can inspire others to address their health issues.
- Identify healthy and appropriate ways to express our mental health.
- Explain how our choices affect our health and wellness.
- Explain the difference between healthy and unhealthy risks.
- Identify ways risks can cause harm to others.
- Career Exploration – Students will examine careers in the field of mental health.

Assessment Evidence	
Formative	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, Participation, Teacher Observation
Summative	Tests, quizzes, projects, writing assessments, problem based learning, student presentations.
Alternative and Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning. Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments

[Formative, Summative, Alternative and Benchmark Assessments](#)

Resources to Promote Learning

Resources and Equipment

Textbooks, Maps, Laptops, Smart Board, iPads, Commuters, Primary & Secondary Source Documents
Health: Focus on You; 1990 Merrill Publishing Company
www.pecentral.com
PE Games and Activities Kit, Ken Lumsden, Parker Publishing Co.;2001
Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988
<http://www.pegames.org/>, www.teachingidea.com.uk, www.kidshealth.org, www.cdc.gov
[Approved Class Resource List](#)

Content & Interdisciplinary Standards

NJ: 2020 SLS: Comprehensive Health and Physical Education

Core Ideas

NJSLS Performance Expectations

Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness.

Community professionals and school personnel are available to assist and address health emergencies as well as

- 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community.
- 2.1.5.CHSS.2: Describe how business, non- profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

provide reliable information.	
Understanding the principals of a balanced nutritional plan assists in making nutrition-related decisions that will contribute to wellness.	<ul style="list-style-type: none"> • 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. • 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	<ul style="list-style-type: none"> • 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. • 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). • 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
There are strategies that individuals can use to communicate safely in an online environment.	<ul style="list-style-type: none"> • 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	<ul style="list-style-type: none"> • 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. • 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
Comprehensive Health and Physical Education Practices	

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Comprehensive Health and Physical Education Practices

- Acting as responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social and physical well-being
- Making decisions
- Managing-self
- Setting goals Using technology tools responsibly

NJ: 2016 SLS: English Language Arts

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.4.6. Acquire and use accurately grad appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.5.6. Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

2020 SLS: Computer Science & Design Thinking

Core Ideas	Performance Expectation
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	<ul style="list-style-type: none"> • 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

Core Ideas	Performance Expectation
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	<ul style="list-style-type: none"> • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections / 21st Century Connections

Science	<ul style="list-style-type: none"> • 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
21st Century Connections	<ul style="list-style-type: none"> • Critical Thinking

Unit Title	Drugs & Medicines
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn to differentiate between medicine, and illegal drugs. Students will then relate the use of medicine to prevent, cure, and relieve symptoms of communicable diseases. The goal is to continue to support students learn concepts which support a healthy lifestyle.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Students will differentiate between medicines and illegal drugs and will relate the use of medicines to prevent, cure, and relieve symptoms of communicable and noncommunicable diseases.
Enduring Understandings	<ul style="list-style-type: none"> • Leading a healthy and active lifestyle may require more than just nutrition and being active. • It is important to make informed decisions when it comes to our health and leading a healthy lifestyle.
Learning Outcomes	<ul style="list-style-type: none"> • Identify the possible side effects that medicines may cause, even when used appropriately. • Determine whether or not a medication will be effective. • Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others.

- Determine effective decision-making strategies that would assist in choices involving alcohol, tobacco, and other drugs.
- Discuss the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco and other drugs or inhalants could have on one’s health.
- Describe situations or environments where secondhand smoke could impact the health of nonsmokers.
- Differentiate between drug use, misuse, and abuse.
- Identify trusted adults, health services, and community resources available to assist persons in situations related to drug use, misuse, and abuse.
- How do students make the “right” decisions when faced with peer and media pressures.
- Students will be able to explain the symptoms of Lyme Disease and how it can be prevented.
- Define the four types of pathogens and make a connection to the diseases that they cause. This includes Lyme Disease.
- Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them.
- Identify causes of Cancer.

Assessment Evidence	
Formative	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, Participation, Teacher Observation
Summative	Tests, quizzes, projects, writing assessments, problem based learning, student presentations.
Alternative and Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning. Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments Formative, Summative, Alternative and Benchmark Assessments

Resources to Promote Learning

Resources and Equipment

Textbooks, Maps, Laptops, Smart Board, iPads, Commuters, Primary & Secondary Source Documents

Health: Focus on You; 1990 Merrill Publishing Company

www.kidshealth.org

www.cdc.gov

[Approved Class Resource List](#)

Content & Interdisciplinary Standards

NJ: 2020 SLS: Comprehensive Health and Physical Education

Core Ideas

NJSLS Performance Expectations

Health is influenced by the interaction of body systems.

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness.

Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Family members impact the development of their children physically,

- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

socially and emotionally.	
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	<ul style="list-style-type: none"> ● 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community. ● 2.1.5.CHSS.2: Describe how business, nonprofit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
There are actions that individuals can take to help prevent diseases and stay healthy.	<ul style="list-style-type: none"> ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. ● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions. ● 2.3.5.HCDM.3: Examine how mental health can impact one's wellness.
The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	<ul style="list-style-type: none"> ● 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects. ● 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	<ul style="list-style-type: none"> ● 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

<p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p>	<ul style="list-style-type: none"> ● 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. ● 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. ● 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
<p>The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.</p>	<ul style="list-style-type: none"> ● 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. ● 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse.
<p>Comprehensive Health and Physical Education Practices</p>	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
<p>Comprehensive Health and Physical Education Practices</p>	<ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Communicating clearly and effectively (verbal and nonverbal) ● Attending to personal health, emotional, social and physical well-being ● Making decisions ● Managing-self

NJ: 2016 SLS: English Language Arts

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2020 SLS: Computer Science & Design Thinking

Core Ideas	NJSLS Performance Expectations (By the end of 5th Grade)
Technology has changed the way people live and work.	<ul style="list-style-type: none"> • 8.2.2.ITH.3: Identify how technology impacts or improves life

Various tools can improve daily tasks and quality of life.	
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	<ul style="list-style-type: none"> 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short and long-term effects.
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	NJSLS Performance Expectations (By the end of 5th Grade)
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	<ul style="list-style-type: none"> 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
Interdisciplinary Connections / 21st Century Connections	
Science	<ul style="list-style-type: none"> 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
21st Century Connections	<ul style="list-style-type: none"> Critical Thinking

Unit Title	Integrated Wellness Skills
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>Using the pillars of character, conflict resolution, and decision-making skills, students examine the positive and negative impact our choices have on ourselves and others.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How and why are relationships formed? • How is conflict healthy? • Why do we treat everyone fairly and with respect? • How do outside influences shape our relationships? • How do personal character traits promote wellness in the local and world community?
Enduring Understandings	<ul style="list-style-type: none"> • Having healthy relationships with people and being able to recognize the signs of a healthy relationship is an important life skill for everyone to learn.
Learning Outcomes	<ul style="list-style-type: none"> • Identify reliable sources of information for health, fitness, and medical needs. • Explain the importance of health knowledge and literacy when making important health decisions. • Discuss ways we can inspire others to promote and lead a healthy lifestyle. • Identify the difference between conflict, bullying, and teasing. • Discuss how the six pillars of character will influence effective communication skills and enable them to make positive decisions • Discuss why it is important to treat everyone how you would want to be treated.

- Discuss why it is important to treat everyone fairly.
- Discuss why it is important to not judge anyone by their differences.
- Explain ways to promote dignity and respect for all people.
- Learn how to tell people you are uncomfortable in a situation.
- Explain how to communicate your beliefs without alienating others.
- Discuss why it is important to stay away from gangs.
- Apply decision making skills in the areas of conflict resolution, relationships, interpersonal communication, physical activity, nutrition, alcohol, tobacco and drugs.
- Identify strategies to overcome negative influences when making decisions about my personal health?
- Explain how our choices have consequences.
- Explain personal character traits that promote wellness and their importance in the local and world community.
- Explain how character and health are related.
- Explain to what extent outside influences shape our decisions.
- Create goals and recognize positive and negative influences that may affect the achievement of those goals.
- Identify between different feelings and emotions and determine strategies for coping with different feelings and emotions; recognize sources of stress in their lives and how to manage it.
- Recognize the importance of positive self-esteem to overall wellness and identify ways to have a healthy self-concept.
- Describe when and how to seek the proper help when oneself or others are experiencing a health emergency.
- Explore careers in health, physical fitness, and the community services industry (helping others)

Assessment Evidence	
Formative	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets

Summative	Tests, quizzes, projects, writing assessments, problem based learning, student presentations.
Alternative and Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning. Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	Textbooks, Maps, Laptops, Smart Board, iPads, Commuters, Primary & Secondary Source Documents Health: Focus on You; 1990 Merrill Publishing Company www.kidshealth.org www.cdc.gov Approved Class Resource List
Content & Interdisciplinary Standards	
NJ: 2020 SLS: Comprehensive Health and Physical Education	
Core Ideas	NJSLS Performance Expectations
Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.	<ul style="list-style-type: none"> • 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. • 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

<p>Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</p>	<ul style="list-style-type: none"> ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions. ● 2.1.5.E H.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
<p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p>	<ul style="list-style-type: none"> ● 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. ● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.
<p>Family members impact the development of their children physically, socially and emotionally.</p>	<ul style="list-style-type: none"> ● 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
<p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<ul style="list-style-type: none"> ● 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. ● 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others
<p>Community professionals and school personnel are available to assist and address health emergencies as well as</p>	<ul style="list-style-type: none"> ● 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community. ● 2.1.5.CHSS.2: Describe how business, non- profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

provide reliable information	
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	<ul style="list-style-type: none"> • 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Comprehensive Health and Physical Education Practices	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
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2020 SLS: Computer Science & Design Thinking

Core Ideas	NJSLs Performance Expectations (By the end of 5 th Grade)
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<p>Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.</p>	<ul style="list-style-type: none"> 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short and long-term effects.
<p>2020 SLS: Career Readiness, Life Literacies, and Key Skills</p>	
<p>Core Ideas</p>	<p>NJSLS Performance Expectations (By the end of 5th Grade)</p>
<p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>	<ul style="list-style-type: none"> 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
<p>Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.</p>	<ul style="list-style-type: none"> 9.4.5.IM L.2: Create visual representations to organize information about a problem or issues (e.g., 4.M D.B.4, 8.1.5.DA.3).
<p>Specific situations require the use of relevant sources of information.</p>	<ul style="list-style-type: none"> 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5)

<p>Different types of jobs require different knowledge and skills</p> <p>income is received from work in different ways including regular payments, tips, commissions, and benefits.</p>	<ul style="list-style-type: none"> • 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. • 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
<p>Interdisciplinary Connections / 21st Century Connections</p>	
<p>Science</p>	<ul style="list-style-type: none"> • 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
<p>21st Century Connections</p>	<ul style="list-style-type: none"> • Critical Thinking • Information and Media Literacy • Career Awareness and Planning

<p>Unit Title</p>	<p>Family Life</p>
<p>Unit Duration</p>	<p>9 Weeks</p>
<p>Unit Summary & Rationale</p>	<p><i>Human growth and development is ongoing from the time we are infants to mature adults. We grow physically, socially, mentally, and emotionally as we interact with our environment. Family members impact the development of their children physically, socially, and emotionally.</i></p>

Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can we relate our understanding physical, emotional, and social aspects of human growth/development and reproduction to differentiate between the stages of life and relate it to our own lives?
Enduring Understandings	<ul style="list-style-type: none"> • We are constantly growing and developing physically, mentally, emotionally, and socially. In each stage of life, this looks different.
Learning Outcomes	<p><u>Grades 3, 4, and 5</u></p> <ul style="list-style-type: none"> • Distinguish types of relationships (e.g., family, friend, romantic) experienced by adolescents and determine healthy characteristics (e.g., trust, communication, honesty) that may influence each relationship. • Explain how qualities of a family (e.g., common values, love, emotional support) are fostered and may influence family members.

Grade 4 Only

- Chart the stages of the life cycle and categorize by age.

Grade 5 Only

- Create a list of gender-based stereotypes and cite counter examples.
- Identify the difference between sexual orientation and gender identity.
- Differentiate the physical, social, and emotional changes occurring during puberty for males and females and explain how these changes influence self-care.
- Explain why puberty begins and ends at different ages for different people.
- Identify different ways pregnancy can occur, including IVF and surrogacy.
- Explain the process of fertilization and where their genetics come from.
- Summarize the stages of pregnancy and reproduction from fertilization, cell division, embryonic and fetal development
- Relate the health of the birth mother to the development of a healthy fetus.

Assessment Evidence	
Formative	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, Participation, Teacher Observation
Summative	Tests, quizzes, projects, writing assessments, problem based learning, student presentations.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources and Equipment	<p>Textbooks, Maps, Laptops, Smart Board, iPads, Commuters, Primary & Secondary Source Documents</p> <p>Health: Focus on You; 1990 Merrill Publishing Company</p> <p>www.kidshealth.org</p> <p>www.cdc.gov</p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	
NJ: 2020 SLS: Comprehensive Health and Physical Education	
Core Ideas	NJSLS Performance Expectations

<p>Health is influenced by the interaction of body systems.</p>	<ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness.
<p>Puberty is a time of physical, social, and emotional changes.</p>	<ul style="list-style-type: none"> ● 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. ● 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. ● 2.1.5.PGD.4: Explain common human sexual development and the role of hormones. ● 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, who can talk to about relationships and ask questions about puberty and adolescent health.
<p>Pregnancy can be achieved through a variety of methods</p>	<ul style="list-style-type: none"> ● 2.1.5.PGD.1: Explain the relationships between sexual intercourse and human reproduction. ● 2.1.5.PGD.2: Explain the range of ways pregnancy can occur.
<p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p>	<ul style="list-style-type: none"> ● 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. ● 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. ● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.
<p>Family members impact the development of their children physically, socially and emotionally.</p>	<ul style="list-style-type: none"> ● 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. ● 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
<p>People in healthy relationships share thoughts and feelings,</p>	<ul style="list-style-type: none"> ● 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

as well as mutual respect.	<ul style="list-style-type: none"> • 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Comprehensive Health and Physical Education Practices	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
Comprehensive Health and Physical Education Practices	<ul style="list-style-type: none"> • Acting as responsible and contributing member of society • Building and maintaining healthy relationships • Making decisions • Managing-self
NJ: 2016 SLS: English Language Arts	
<ul style="list-style-type: none"> • W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. • W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • W.3.7. Conduct short research projects that build knowledge about a topic. • SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. • W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. • L.4.6. Acquire and use accurately grad appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). 	

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.5.6. Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

2020 SLS: Computer Science & Design Thinking

Core Ideas	NJSLS Performance Expectations (By the end of 5th Grade)
Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.	<ul style="list-style-type: none"> • 8.2.2.ITH.3: Identify how technology impacts or improves life
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	<ul style="list-style-type: none"> • 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short and long-term effects.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

Core Ideas	NJSLS Performance Expectations (By the end of 5th Grade)
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<p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>	<ul style="list-style-type: none"> ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
<p>Culture and geography can shape an individual's experiences and perspectives.</p>	<ul style="list-style-type: none"> ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C 2 a, R L.5.9, 6.1.5.HistoryCC.8).
<p>Specific situations require the use of relevant sources of information.</p>	<ul style="list-style-type: none"> ● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5)
<p>Interdisciplinary Connections / 21st Century Connections</p>	
<p>21st Century Connections</p>	<ul style="list-style-type: none"> ● Critical Thinking ● Global and Cultural Awareness ● Information and Media Literacy

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

Time/General	Processing	Comprehension
<ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
Tests/Quizzes/Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.

- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers

- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials

- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.