

TOWNSHIP OF UNION PUBLIC SCHOOLS



Health Grade 5

Adopted
September 19th, 2023

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Unit 1

Unit Title: – Personal Growth and Development

Grade level: Grade 5

Timeframe: 15 Days

Rationale

Personal Growth and Development will focus on the emotional, sexual, and personal health of the students. Students will be expected to learn the importance of emotional health and the impact it has on the whole student. The students will examine emotional management strategies and coping skills. The students will analyze the relationship between healthy behaviors and personal health as well as ways to promote a healthy lifestyle. The students will analyze healthy sexual relationships and the different relationships that can occur in society.

Focus Questions

Why does my body need food?
What kind of healthy snack choices can I make?
How can I shop wisely for food?
What is disease?
What are some diseases and their causes?
How can you prevent disease?
What is the best way to care for my body?

Standards

Standards (Taught and Assessed):

Nutrition

- 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.

Community Health Services and Support

- 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.

Personal Growth and development

2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

Physical Fitness

2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

Health Conditions, Diseases and Medicines

2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)

Social-Emotional Learning Competencies

- Self Awareness
- Self Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Discussion Quizzes Teacher observation Rubric sheet Game activities	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT: Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.

	<p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				
Nutrition	<p>Determine factors that influence food choices and eating patterns.</p> <p>Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>Compare and contrast nutritional information on similar food products in order to make informed choices.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Develop a food guide pyramid of your diet.</p> <p>Research a country that has famine problems, describe steps being taken to correct.</p> <p>Poster on nutritional deficiencies effects on the human body.</p> <p>Find an ad for a food or food product. What methods are used to encourage you to buy that food?</p> <p>Present your "ideal diet" plan</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p>

				<p>At Risk:Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Safety	<p>Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>Assess when to use basic first-aid procedures.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Examine Germs, Viruses and create brochures or presentations on how to fight them.</p> <p>Plan for taking care of you body</p> <p>Create a lifestyle sheet with sleep, diet and activity</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p>

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Communicable & Non- communicable Disease	<p>Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</p> <p>Determine the impact of public health strategies in preventing diseases and health conditions.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialog ues</p> <p>Written Responses</p> <p>Journals</p>	<p>Create a chart of behaviors that can lead to the spread of pathogens over a week, describe results and solutions.</p> <p>Use decision making process for healthy decisions based on teacher directed scenarios.</p> <p>Create a booklet that tells students about the dangers of diseases.</p> <p>Develop a plan on how to avoid contracting diseases. Specifically write _steps to reach your goal.</p> <p>Create posters advocating abstinence and the diseases that can be avoided.</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
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<p>Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Math Language Arts Science Art Music</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Unit 2

Unit Title: – Emotional Wellness

Grade level: 5

Timeframe: 15 Days

Rationale

Emotional health is an essential component of the well rounded students. Social and emotional learning helps to support student mental health needs by fostering a sense of safety and security, building positive relationships with others, and providing equitable support to learning. Student learning will center around student emotional behavior, moods, emotions and decision making. Lessons on Alcohol, Tobacco, and other Drugs and how they play a role in emotional health will be a focus in this unit.

Focus Questions

What are some of the reasons that students begin substance abuse?
What does a future look like for students that abuse substances?
What types of things do you consider substance abuse?
What are different refusal strategies to use?

Standards

Standards (Taught and Assessed):

Alcohol, Tobacco and other Drugs

2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

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.

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.

Dependency, Substances Disorder, and Treatment

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 problems.

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.

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 (e.g., school nurse, counselor, peer leadership group).

Highlighted Career Ready Practices and 21st Century Themes/Skills

Social-Emotional Learning Competencies

Self Awareness

Self Management

Social Awareness

Responsible Decision Making

Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Discussion Quizzes Teacher observation Rubric sheet Game activities	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Alcohol	<p>Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>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.</p> <p>Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p> <p>Summarize the signs and symptoms of inhalant abuse.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Reading Strategy. Finding the main ideas relating to alcohol abuse.</p> <p>Create a TV ad that encourages teens not to drink.</p> <p>Role play with group members.</p> <p>Make a poster encouraging teens not to use inhalants.</p> <p>"Using Inhalants" worksheet.</p> <p>Create pamphlets to educate others about the dangers of drugs.</p> <p>Write a script for a public service announcement explaining long and short term effects of alcohol.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p>

				<p>At Risk:Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Vaping	<p>Examine the chemicals in vapes and other inhalants.</p> <p>Describe the effects of inhalants and other forms of vapes and E-cigarettes.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Create pamphlets to educate others about the dangers of drugs.</p> <p>Role play with group members.</p> <p>Make a poster encouraging teens not to use inhalants.</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

<p>Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Math Language Arts Science Art Music</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Unit 3

Unit Title: – Social and Sexual Health

Grade level: Grade 5

Timeframe: 15 Days

Rationale

Social and Sexual Health will focus on age appropriate information about reproduction and offspring. The goal is to lay the foundation for social and sexual health in future grades. The importance of expressing feelings, thoughts, and emotions will also be major components of this section. Students will also develop an understanding for personal safety and proper use of technology.

Focus Questions

What specific changes will take place within the male and female body during puberty?

Is there a “normal” rate of growth or development against which I should be measuring my own changes?

Identify the reproductive organs of both males and females.

Identify people with whom you can talk to about relationships and ask questions about puberty and adolescent health.

Explain the relationship between sexual intercourse and human reproduction.

Explain the range of ways pregnancy can occur.

Differentiate between sexual orientation and gender identity.

Standards

Standards (Taught and Assessed):

Personal Growth and development

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 (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

Social and Sexual Health

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.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)

Social-Emotional Learning Competencies

Self Awareness

Self Management

Social Awareness

Responsible Decision Making

Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Discussion Quizzes Teacher observation Rubric sheet Game activities	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Growth and Development	Become familiar with the concept of puberty along with the resulting changes and subsequent hygienic demands, and the names and functions of reproductive organs. Puberty begins a stage in your life when your body is physically capable of reproducing.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review	Have the school counselor and or school nurse come to class as a guest speaker Class Activities Worksheets Videos	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual</p>

	<p>Hormones drive physical and emotional changes in your body.</p> <p>Open communication is important for clearly expressing your feelings, needs, and values with others.</p> <p>Healthy Relationships have a positive effect on your emotional health.</p>	<p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>		<p>learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
<p>Puberty</p>	<p>Define puberty correctly.</p> <p>Identify at least five physical changes that occur during puberty.</p> <p>Explain terms used in puberty (i.e—erection, menstruation, nocturnal emission, ovum, puberty and sperm).</p> <p>Describe the qualities of healthy peer relationships and the impact poor relationships can have on a person’s health.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p>	<p>Have the school counselor and or school nurse come to class as a guest speaker</p> <p>Class Activities</p> <p>Worksheets</p> <p>Videos</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the</p>

	<p>Demonstrate important considerations for the ways I care for my health during the stages of puberty and adolescence.</p> <p>Describe the function and purpose of the reproductive systems.</p> <p>Define sex, gender, gender identity, and gender role.</p>	<p>Written Responses</p> <p>Journals</p>		<p>curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

In-class assignments	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
Think, pair, share	
Homework	
Class discussions	
Do Now	
Peer Review	
Informal Observations/Dialogues	
Written Responses	

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Unit 4

Unit Title: – Community Health Services and Support-LEAD

Grade level: 5

Timeframe: 15 Days

Rationale

The LEAD program will be taught by a school resources officer to all 5th grade students. The theme is Too Good For Drugs and will be presented in two units. The first unit establishes and develops five social and emotional competency skills. The next unit focuses on introducing the students to information on alcohol, tobacco, and prescription and over-the-counter medications, as well as the effects of their use on the body.

Focus Questions

- What goes into making responsible decisions?
- How can a student manage and identify their emotions?
- What are the characteristics of effective communication?
- What is peer pressure and how can we create peer pressure refusal?

What are the effects of alcohol, nicotine, and other drugs on the body and person's mind?

Standards

Standards (Taught and Assessed):

- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)
- 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.
- 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)

Social-Emotional Learning Competencies

Self Awareness
Self Management
Social Awareness
Responsible Decision Making
Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
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<p>Discussion Quizzes Teacher observation Rubric sheet Game activities</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Setting Reachable Goals	<p>Students learn how to set and reach personal goals.</p> <p>Students also set a short-term goal using the goal naming criteria</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Reach for the Stars Activity</p> <p>Chart a Course for Success</p> <p>Masterpiece- Create an image of you reaching your goals.</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking</p>

				<p>skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
<p>Making Responsible Decisions</p>	<p>Define Consequences</p> <p>List the steps of the decision making process</p> <p>Identify a variety of options to any given decision</p> <p>Demonstrate the ability to choose healthy options when making a decision.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Launch Pad Worksheet</p> <p>Mission Control-create a poster about decision making</p> <p>One minute launch Game Cards.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p>

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<p>Identify and Managing Emotions</p>	<p>Name four basic emotions</p> <p>Recognize the physical signals associated with certain emotions.</p> <p>Identify relationship between feelings and behaviors</p> <p>Differentiate healthy and unhealthy ways to manage emotions.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Emotions Explorations- Feeling Matrix</p> <p>Messenger Activity- Scenarios on feelings</p> <p>Otis and Jelly Jam- Role Play</p> <p>Round up-healthy vs unhealthy activity worksheet</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>

<p>Effective Communication</p>	<p>Define Communication</p> <p>Identify the elements of communication, both verbal and non verbal</p> <p>Differentiate assertive, aggressive, and passive speaking styles</p> <p>Identify active listening skills</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Message in a Bottle Activity</p> <p>Communication Styles Worksheet</p> <p>Captain Goldsworthy Activity on active listening and reading activity.</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
<p>Bonding and Relationships</p>	<p>Compare healthy and unhealthy friendship qualities</p> <p>Understand how to be compassionate and empathetic to others.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p>	<p>Seeing Friendship Qualities- Word Search</p> <p>Friendship in Action Worksheet</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a</p>

	<p>Recognize the benefits of belonging to a positive peer group.</p> <p>Identify and bond with a positive peer group</p>	<p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>The Buddy System Card Games</p>	<p>bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
<p>Safe use of Prescription and OTC Medicines</p>	<p>Recognize and anticipate negative reactions to personal mistakes.</p> <p>Differentiate positive and negative self-talk</p> <p>Differentiate safe and unsafe use of prescriptions and over the counter medicines</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p>	<p>Positive Play- Managing Mistakes Scenarios</p> <p>Use As Directed Activity</p> <p>Cosmic Cleanup- Review Game</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>Pre-teaching of vocabulary and concepts, visual</p>

		<p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>		<p>learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Peer-Pressure Refusal	<p>Define peer pressure and peer influence</p> <p>Identify the effect of peer pressure in decision making</p> <p>Identify and apply nine peer pressure refusal strategies</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p>	<p>Under Pressure-Scenario- Role Play</p> <p>Strategic Planning-refusal strategy cards</p> <p>Space Walk Peer Pressure Game/Activity Cards.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the</p>

		Written Responses Journals		<p>curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Effect of Alcohol Use	<p>List the harmful effects of alcohol on the developing brain and behavior.</p> <p>Identify false expectations about the effects of alcohol.</p> <p>Discuss the effects of alcohol use on the ability to reach one's goals</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Who's Responsible- Role Play</p> <p>Brain Drain- Activity/Worksheet on functions of the brain</p> <p>Weak Expectations- Role Play</p> <p>Goal Buster- Your Short Term Goal.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking</p>

				<p>skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk: Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>
Effects of Nicotine Use	<p>Describe long term and short term effects of using tobacco products</p> <p>Discuss the benefits of quitting nicotine use and being nicotine free.</p> <p>Demonstrate effects of peer pressure refusal techniques in situations involving tobacco products.</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Smoke Screen-Workbook activity</p> <p>Healthy Ending- Scenarios</p> <p>Be Nicotine Free-Worksheet on being nicotine free.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p>

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Effects of Marijuana Use	<p>List the effects of marijuana use on the brain and body</p> <p>Discuss the effects of marijuana use on the ability to reach goals</p>	<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p> <p>Journals</p>	<p>Chain Reaction-Story and simulation</p> <p>Fall Out Worksheet</p> <p>Space Race Board Game Activity</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At Risk:Individualized as needed</p> <p>IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed</p>

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>In-class assignments</p> <p>Think, pair, share</p> <p>Homework</p> <p>Class discussions</p> <p>Do Now</p> <p>Peer Review</p> <p>Informal Observations/Dialogues</p> <p>Written Responses</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

N.J.S.A. 18A:35-4.7. Parent's statement of conflict with conscience

Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.