



Comprehensive Health and Physical Education Curriculum Grade 5

**Director of Elementary
Education**
Dawn Auerbach

Principals
Necole Jadick
Roger Rogalin

Assistant Principals
Cathy Gaynor
Lydia Cooper

Committee Members:
Elementary Physical Education Teachers
Elementary School Counselors
Elementary School Nurses
Elementary Teachers

**Curriculum Developed
July 2022**

Approved by the Board of Education September 2022

Wayne School District
Grade 5 Health

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| Content Area/ Grade Level | Grade 5 Health |
| Unit Plan Title | Unit 1 Drugs and Alcohol |
| Time Frame | Marking Periods 1 - 2 |
| Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10 | |
| NJSLS Comprehensive Health and Physical Education Alcohol, Tobacco and other Drugs (ATD) Dependency, Substances Disorder, and Treatment (DSDT) WIDA ELD Standards Social and Instructional Language: ELD Standard 1 | |
| Unit Summary | |
| This unit focuses on the use of the role of drugs, alcohol, tobacco and other inhalants available in our society. Students will also gain exposure to substance abuse and dependency issues as well as how to recognize them and the triggers to engage in the behaviors. Finally, students will learn about resources available to support those who are impacted by substance abuse. | |
| Standard Number(s) | |
| <u>NJSLS Comprehensive Health and Physical Education</u> Alcohol, Tobacco and other Drugs <ul style="list-style-type: none"> 2.3.5.ATD.1 Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). (N) 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. (N) 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. (N) Dependency, Substances Disorder, and Treatment <ul style="list-style-type: none"> 2.3.5.DSDT.1 Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. (N) 2.3.5.DSDT.2 Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. (N) 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. (N) 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. (N) 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). (N) <u>WIDA Standards</u> <ul style="list-style-type: none"> English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. | |
| Essential Question(s) | |
| <ul style="list-style-type: none"> How does substance abuse affect wellness? How can boundaries support a healthy lifestyle? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> Engaging in healthy behaviors improves an individual's physical and mental well-being. Communities have resources to support individuals and families with dependency issues. | |
| Student Learning Targets/Objectives (Students will know/Students will understand) | |

- Students will be able to identify a variety of drugs and how they enter the body.
- Students will articulate the difference between medicinal drugs and recreational drugs.
- Students will understand that some drugs are habit forming and some are not.
- Students will be able to model effective refusal strategies and identify places to get help for those with issues.

Assessments (Pre, Formative, Summative, Other)

Denote required common assessments with an *

Examples may include, but are not limited to the following:

- *Formative*: Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities
- *Summative*: Students' responses on exit tickets and contributions to the closing discussion
- *Benchmark*: Student application of learned skills
- *Alternative*: Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts

Teaching and Learning Activities

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| <i>Activities</i> | Nurse Activities <ul style="list-style-type: none"> • Drugs, Alcohol, and Vaping |
| <i>Differentiation Strategies</i> | <p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiated Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p> |

Wayne School District
Grade 5 Comprehensive Health and Physical Education

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| Content Area/ Grade Level | Grade 5 Health |
| Unit Plan Title | Unit 2 Healthy Relationships |
| Time Frame | May/June |
| Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10 | |
| NJSLS Comprehensive Health and Physical Education Personal Safety (PS) | |
| WIDA ELD Standards Social and Instructional Language: ELD Standard 1 | |
| Unit Summary | |
| In this unit, students will learn about personal boundaries, ways to communicate their own boundaries, and ways to respect the boundaries of others. They will also learn how to get help when situations are uncomfortable or dangerous. | |
| Standard Number(s) | |
| <u>NJSLS Comprehensive Health and Physical Education</u> Personal Safety <ul style="list-style-type: none"> 2.3.5.PS.5 Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. (PE) 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. (PE) | |
| <u>WIDA Standards</u> <ul style="list-style-type: none"> English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. | |
| Essential Question(s) | |
| <ul style="list-style-type: none"> How does a person determine their 'personal boundaries'? What is the purpose of boundaries? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> Respecting oneself and others is important for healthy relationships. Seeking help to manage unhealthy situations may be necessary. | |
| Student Learning Targets/Objectives (Students will know/Students will understand) | |
| <ul style="list-style-type: none"> Students will be able to name qualities of a healthy, respectful relationship. Students will learn guidelines for setting and communicating personal boundaries with others. Students will describe strategies to exit unhealthy situations for themselves and others. | |
| Assessments (Pre, Formative, Summative, Other) <i>Denote required common assessments with an *</i> | |
| Examples may include, but are not limited to the following: <ul style="list-style-type: none"> <i>Formative:</i> Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities <i>Summative:</i> Students' responses on exit tickets and contributions to the closing discussion <i>Benchmark:</i> Student application of learned skills <i>Alternative:</i> Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts | |

| Teaching and Learning Activities | |
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| Activities | <p>PE Activities</p> <ul style="list-style-type: none"> • Healthy Boundaries Lesson NOTE: Remember to check for any student opt outs before teaching this lesson. |
| Differentiation Strategies | <p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiated Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p> |

Wayne School District
Grade 5 Health

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| Content Area/ Grade Level | Grade 5 Health |
| Unit Plan Title | Unit 3 Stereotypes, Pregnancy, and Identity |
| Time Frame | May/June |
| Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10 | |
| NJSLS Comprehensive Health and Physical Education Pregnancy and Parenting (PP) Social and Sexual Health (SSH) | |
| WIDA ELD Standards Social and Instructional Language: ELD Standard 1 | |
| Unit Summary | |
| In this unit, students will celebrate their similarities and differences by identifying ‘what makes me me?’ They will also learn about the importance of showing respect for all people. Finally, they will learn about human reproduction. | |
| Standard Number(s) | |
| <u>NJSLS Comprehensive Health and Physical Education</u> Pregnancy and Parenting <ul style="list-style-type: none"> 2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction. (N) 2.1.5.PP.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy). (N) Social and Sexual Health <ul style="list-style-type: none"> 2.1.5.SSH.1 Describe gender-role stereotypes and their potential impact on self and others. (T, C) 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. (T, C) 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). (T, C) | |
| <u>WIDA Standards</u> <ul style="list-style-type: none"> English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. | |
| Essential Question(s) | |
| <ul style="list-style-type: none"> How have humans managed to exist over time? How does a person identify ‘stereotypical’ qualities? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> Humans share similarities and differences. All people deserve respect. | |
| Student Learning Targets/Objectives (Students will know/Students will understand) | |
| <ul style="list-style-type: none"> Students will describe themselves. Students will recognize similarities and differences among themselves and others. Students will identify ways to show respect for themselves and others. Students will describe human reproduction. | |
| Assessments (Pre, Formative, Summative, Other) <i>Denote required common assessments with an *</i> | |
| Examples may include, but are not limited to the following: <ul style="list-style-type: none"> <i>Formative:</i> Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities <i>Summative:</i> Students’ responses on exit tickets and contributions to the closing discussion | |

- *Benchmark:* Student application of learned skills
- *Alternative:* Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts

Teaching and Learning Activities

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| <i>Activities</i> | <p>Teacher Activities</p> <ul style="list-style-type: none"> ● Creating a Community in the Classroom: I Am Me <p>NOTE: Remember to check for any student opt outs before teaching this lesson.</p> <p>Nurse Activities</p> <ul style="list-style-type: none"> ● Reproductive System NOTE: Remember to check for any student opt outs before teaching this lesson. Teach with the lesson below. ● Reproductive System Lesson Part B NOTE: Remember to check for any student opt outs before teaching this lesson. Teach with the lesson above. |
| <i>Differentiation Strategies</i> | <p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiated Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p> |

Wayne School District
Grade 5 Comprehensive Health and Physical Education

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| Content Area/ Grade Level | Grade 5 Physical Education |
| Unit Plan Title | Physical Education 3-5 (click for details) |
| Time Frame | Throughout the School Year |
| Anchor Standards/Domain | |
| NJSLS Comprehensive Health and Physical Education Personal Growth and Development (PGD) Movement Skills and Concepts: (MSC) Physical Fitness (PF) Lifelong Fitness (LF) WIDA ELD Standards Social and Instructional Language: ELD Standard 1 | |
| Unit Summary | |
| Students will learn the importance of living a healthy, active lifestyle. The primary goal is for students to develop an understanding of concepts and skills that promote and influence healthy behaviors. Throughout the physical education units, students will plan and implement healthy fitness habits. Emphasis will be placed on the benefits of an active body and mind and students will recognize the consequences of a sedentary lifestyle. Also included are the topics of sportsmanship, safety, and self-control. | |
| Standard Number(s) | |
| See Attached: Physical Education 3-5 | |
| Enduring Understandings | |
| <ul style="list-style-type: none">● Personal Growth and Development are lifelong processes.● The body moves in a variety ways and movement is important.● Fitness activities can be performed at many levels, which will impact how efficiently the body functions.● Lifelong Fitness requires making fitness a part of a person's daily life. | |