

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6

Content Area: Health

Introduction:

Students in the 5-6 Health Program will complete four units of study involving stress management, communication skills, character education and making healthy lifestyle choices. The appropriate use of medicines for ailments and drugs and alcohol are introduced as well as the drug resistance program (DARE) introduced at the 5th grade level. All Health units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6	Content Area: Health
-------------------	-----------------------------

Recommended Pacing Guide	
Unit 1: Stress Management	10 Days
Unit 2: Communication Skills	10 Days
Unit 3 Character Education	10 Days
Unit 4: Healthy Lifestyle Choices	10 Days

Unit 1: Stress Management	Duration: 10 Days
----------------------------------	--------------------------

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

New Jersey Student Learning Supporting Standards:

- 2.1.6.A.2 Relate how personal lifestyle habits, environment and heredity influence growth and development in each stage of life.
- 2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6.E.3 Compare and contrast ways that individuals, families and communities cope with change, crisis rejection, loss and separation.

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 5 and 6 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6

Content Area: Health

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.

21st Century Life and Career Standards

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Alternative Assessments:

- End of unit project

Summative Assessments:

- Student participation
- Rubric score
- Performance Test

Benchmark Assessments:

- Baseline SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6	Content Area: Health
<p>Enduring Understandings:</p> <ul style="list-style-type: none">● Stress is a normal part of life.● Too much stress can affect how we feel physically.● How we feel emotionally and how we think.● Some stresses, such as starting middle school, come with growing up.● These are developmental stressors.● Some stresses, like homework or conflicts with friends or siblings are part of everyday life.● These are daily stressors.● Some stresses, like moving, an illness or death in the family, are not unusual, but are typically not expected.● There are major stressors.● It is possible to manage stress in a healthy way, so that you are still basically happy.● This includes: Getting support from family, friends or other adults.● Learning as much as you can about a situation so you can understand it.● Maintain healthy habits, like eating right, getting exercise and plenty of sleep.● Focus on what is most important, and drop activities that aren't important to you.	<p>Essential Questions:</p> <ul style="list-style-type: none">● What is stress?● How can I stay happy, even when stressful things are going on?● Am I able to recognize the signs of stress and tell the difference between something I can handle and when I need to ask for help?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none">● http://kidshealth.org/teen/your_mind/emotions/stress.html● http://www.livestrong.com/article/231553-stress-management-techniques-for-children● Scholastic Articles about stress● NewsELA Materials● Mindfulness Activities● Time Management Calendars	<p>Varied Levels of Text:</p> <ul style="list-style-type: none">● <u>Stress Can Really Get on Your Nerves</u> by Trevor Romain● http://aidbox.org/childmind/● https://newsela.com/read/students-teachers-mindfulness/id/20591/● https://newsela.com/read/no-homework/id/12825/● https://amaze.org/● <u>Mindful Mantras: I Will be Okay!</u> By Laurie Wright● <u>The Bucket Squad</u> by Lisa K. Hansen

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6

Content Area: Health

Modifications/Accommodations

English Language Learners:

- Pair ELL student with student who speaks English and understands/able to communicate with student's native language
- Simplify content
- Google Translator
- Use Visuals when possible
- Multi - language word wall
- Provide extended time
- Speak clearly and slowly, avoid slang and idiomatic expressions

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Allow answers to be given orally or dictated
- Use Visuals / Anchor Charts
- Guided notes

Students at Risk of Failure:

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment
- Guided notes

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Providing needed academic resources (paper, pencils, computer time,)
- Provide options, alternatives and choices for assignments when needed
- Be flexible with assignments

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Use Visuals / Anchor Charts
- Respect cultural traditions
- Allow answers to be given orally or dictated
- Provided students with necessary academic resources and materials
- Provide visuals

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6	Content Area: Health
------------	----------------------

Unit 2: Communication Skills	Duration: 45 Days
------------------------------	-------------------

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

New Jersey Student Learning Supporting Standards:

- 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
- 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
- 2.2.6.B.1 Use effective decision-making strategies.
- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3 Determine how conflicting interests may influence one's decisions.
- 2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 5 and 6 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6	Content Area: Health
-------------------	-----------------------------

<p>learning and contribute to the learning of others.</p> <ul style="list-style-type: none"> ● E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

<p>21st Century Themes/Career Readiness:</p> <ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP3. Attend to personal health and financial well-being. ● CRP6. Demonstrate creativity and innovation. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <p>21st Century Life and Career Standards</p> <ul style="list-style-type: none"> ● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
--

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question & answer ● Self-evaluation of performance and progress 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● End of unit project
--	--

<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score ● Performance Test 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Mid-year SGO ● End of year SGO
--	--

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Communication is comprised of both verbal and nonverbal parts, with the non-verbal portion conveying intended meaning more strongly. ● Non-Verbal meaning is conveyed via body language, facial expressions and tone of voice. ● Listening to others conveys respect and caring and helps manage conflict. ● We can show we are listening non-verbally, for instance by maintaining 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we know what other people are thinking and feeling? ● How do we let other people know what we are thinking and feeling in appropriate ways?
---	--

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6	Content Area: Health
-------------------	-----------------------------

<p>good eye contact with the speaker or not fidgeting.</p> <ul style="list-style-type: none">● Paraphrasing and reflective listening are powerful listening skills.● Paraphrasing is repeating what the person is saying in your own words.● Reflective listening is naming what you think the other person is feeling.● "I Statements" are ways of letting a person know what you are feeling and what you want without attacking or judging them.● When using "I Statements", it is important to be able to differentiate between feelings, thoughts and opinions.● "I Statements" often include a feeling statement, a reason why, and a statement of what is desired.	
--	--

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none">● http://www.workshopsinc.com/manual/TOC.html● http://www.goodcharacter.com/MStopics.html● Scholastic News Articles● NewsELA● Community service projects for the school● Role play effective listening and re-phrasing with partners	<p>Varied Levels of Text:</p> <ul style="list-style-type: none">● The Bucket Squad by Lisa K. Hansen● https://newsela.com/read/emotional-robots/id/39518● https://amaze.org/● https://newsela.com/read/fifth-grader-writes-book/id/47008/● https://newsela.com/read/holidays-friends-health/id/47906/
--	---

Modifications/Accommodations

<p>English Language Learners:</p> <ul style="list-style-type: none">● Pair ELL student with student who speaks English and understands/ able to communicate with student's native language● Simplify content● Google Translator● Use Visuals when possible
--

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6

Content Area: Health

- Multi - language word wall
- Provide extended time
- Speak clearly and slowly, avoid slang and idiomatic expressions

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Allow answers to be given orally or dictated
- Use Visuals / Anchor Charts
- Guided notes

Students at Risk of Failure:

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment
- Guided notes

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Providing needed academic resources (paper, pencils, computer time,)
- Provide options, alternatives and choices for assignments when needed
- Be flexible with assignments

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Use Visuals / Anchor Charts
- Respect cultural traditions
- Allow answers to be given orally or dictated
- Provided students with necessary academic resources and materials
- Provide visuals

Unit 3: Character Education

Duration: 10 Days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6

Content Area: Health

New Jersey Student Learning Supporting Standards:

- 2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.
- 2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.
- 2.1.6.E.2. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- 2.2.6.B.1 Use effective decision-making strategies
- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.
- 2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 5 and 6 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6	Content Area: Health
-------------------	-----------------------------

make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

21st Century Life and Career Standards

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question & answer ● Self-evaluation of performance and progress 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● End of unit project
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score ● Performance Test 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Mid-year SGO ● End of year SGO

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Understand the meaning of empathy, integrity, respect, and good citizenship. ● Student will be more aware of the roles these qualities play in building character. ● Understand that they have obligations to others as well as to themselves. ● Recognize that the development of character takes place over time. ● Understand that many of the difficult choices they will make in life depend on strength of character. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do I know what the right thing to do is? ● Do I do what is right, even when it is hard? ● What is bullying? ● What should we do when others don't treat us fairly? ● What should I do when I see other people being bullied? ● How can I use technology safely?
--	---

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6

Content Area: Health

- Bullying is intentional, repetitive, and involves an imbalance of power not necessarily based on physical size.
- Bullying can be physical, verbal, relational or electronic.
- The players in bullying are the bully, victim, and bystander.
- Bystanders can have either a positive or negative influence.
- Bullying or harassment can be disguised as “teasing”. Friendly teasing between friends is reciprocal, on neutral topics, the purpose is playful and inclusive and the tone is funny. Bullying or harassment in the guise of teasing is one directional, involves a sensitive topic, the purpose is to exclude or upset, and the tone is often sarcastic.
- Cyber bullying is the use of electronic technology (phones, computers, etc) to bully someone.
- How do we help create a school where everyone feels safe, and like they belong?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- <http://www.character.org>
- <http://charactercounts.org/sixpillars.html>
- <http://www.goodcharacter.com/MStopics.html>
- <http://www.wiseskills.com/freeresources/samplepages.html>
- Scholastic articles and materials
- NewsELA

Varied Levels of Text:

- <https://amaze.org/>
- <https://www.stopbullying.gov/get-help-now/index.html>
- <https://kidshealth.org/en/teens/bullies.html>
- <https://newsela.com/read/book-kids-should-be-kind/id/47748/>
- <https://newsela.com/read/bring-bullies-to-justice/id/46493/>
- <https://newsela.com/read/online-harassment-teens/id/46476/>
- Win Win Bullying, Conflict Resolution Guidelines (NJ Law Foundation)
- <https://www.readington.k12.nj.us/cms/lib07/NJ01000244/Centricity/Domain/58/Conflict%20Resolution-Guidelines.pdf>

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6

Content Area: Health

Modifications/Accommodations

English Language Learners:

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Use Visuals when possible
- Multi - language word wall
- Provide extended time
- Speak clearly and slowly, avoid slang and idiomatic expressions

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Allow answers to be given orally or dictated
- Use Visuals / Anchor Charts
- Guided notes

Students at Risk of Failure:

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment
- Guided notes

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Providing needed academic resources (paper, pencils, computer time,)
- Provide options, alternatives and choices for assignments when needed
- Be flexible with assignments

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Use Visuals / Anchor Charts
- Respect cultural traditions
- Allow answers to be given orally or dictated
- Provided students with necessary academic resources and materials
- Provide visuals

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6	Content Area: Health
-------------------	-----------------------------

Unit 4: Healthy Lifestyle Choices	Duration: 10 Days
--	--------------------------

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
- 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

New Jersey Student Learning Supporting Standards:

- 2.1.6.B.1 Determine factors that influence food choices and eating patterns.
- 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating.
- 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories and cost.
- 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.
- 2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- 2.1.6.D.2 Explain what to do if abuse is suspected or occurs.
- 2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
- 2.1.6.D.4 Assess when to use basic first-aid procedures.
- 2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
- 2.2.6.D.2 Develop a position about a health issue in order to inform peers.
- 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
- 2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6

Content Area: Health

- 2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.
- 2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
- 2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination.
- 2.2.6.E.1 Determine the validity and reliability of different types of health resources.
- 2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals.
- 2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- 2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.
- 2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.
- 2.3.6.B.2 Relate tobacco use and the incidence of disease.
- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness,
- 2.3.6.B.5 injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- 2.3.6.B.6 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- 2.3.6.B.7 Summarize the signs and symptoms of inhalant abuse.
- 2.3.6.C.1 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- 2.3.6.C.2 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.3 Explain how wellness is affected during the stages of drug dependency/addiction.
- 2.3.6.C.4 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 5 and 6 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6	Content Area: Health
-------------------	-----------------------------

contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question & answer ● Self-evaluation of performance and progress 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● End of unit project
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Mid-year SGO

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6	Content Area: Health
------------	----------------------

● Performance Test	● End of year SGO
--------------------	-------------------

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none">● Understand the meaning of empathy, integrity, respect, and good citizenship.● Student will be more aware of the roles these qualities play in building character.● Understand that they have obligations to others as well as to themselves.● Recognize that the development of character takes place over time.● Understand that many of the difficult choices they will make in life depend on strength of character.● Bullying is intentional and involves an imbalance of power, not necessarily based on physical size.● Bullying can be physical, verbal, relational or electronic.● The players in bullying are the accused, the target, and the bystander.● Bystanders can have either a positive or negative influence.● Bullying or harassment can be disguised as “teasing”. Friendly teasing between friends is reciprocal, on neutral topics, the purpose is playful and inclusive and the tone is funny. Bullying or harassment in the guise of teasing is one directional, involves a sensitive topic, the purpose is to exclude or upset, and the tone is often sarcastic.● Cyber bullying is the use of electronic technology (phones, computers, etc) to bully someone.	<p>Essential Questions:</p> <ul style="list-style-type: none">● How do I know what the right thing to do is?● Do I do what is right, even when it is hard?● What is bullying?● What should we do when others don’t treat us fairly?● What should I do when I see other people being bullied?● How can I use technology safely?● How do we help create a school where everyone feels safe, and like they belong?● Do I know who I can turn to for help with bullying or myself or a peer?
--	--

Core Instructional & Supplemental Materials

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6

Content Area: Health

Suggested Activities/Resources:

- <http://character.org/>
- <https://charactercounts.org/sixpillars.html>
- DARE Program
- NewsELA

Varied Levels of Text:

- Alcohol, Tobacco, and Drugs by Alexandra Powe Allred
- Alcohol by Jillian Powell
- <https://amaze.org/>
- <https://www.drugabuse.gov/free-resources-teachers-elementary-school>
- www.drugfreenj.org
- dare.org/
- <https://newsela.com/read/caffeine-teens/id/46955/>
- Win-Win Guidelines (NJ Law Foundation)
- DARE, Inc. curriculum

Modifications/Accommodations

English Language Learners:

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Use Visuals when possible
- Multi - language word wall
- Provide extended time
- Speak clearly and slowly, avoid slang and idiomatic expressions

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Allow answers to be given orally or dictated
- Use Visuals / Anchor Charts
- Guided notes

Students at Risk of Failure:

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment
- Guided notes

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5-6

Content Area: Health

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Providing needed academic resources (paper, pencils, computer time,)
- Provide options, alternatives and choices for assignments when needed
- Be flexible with assignments

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Use Visuals / Anchor Charts
- Respect cultural traditions
- Allow answers to be given orally or dictated
- Provided students with necessary academic resources and materials
- Provide visuals