

# Mullica Township School District



## Health Education Grades 5-6

Board approval: 11/28/2018

**Mullica Township School District**  
**Health Curriculum**  
**Unit Plan #1**

**Title:** Wellness

**Grade Level Cluster:** 5 & 6

**Length of Time:** 8 weeks (8-16 days)

**Unit Summary:** All students will take responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Learning Targets**

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

**Strand: A.** Personal Growth and Development

<b>CPI# (s):</b>	<b>CPI(s)</b>	<b>Content Statement:</b>
<b>2.1.6.A.3</b>	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.	Staying healthy is a lifelong process that includes all dimensions of wellness.

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

**Strand: B. B.** Decision-Making and Goal Setting

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
<b>2.2.6.B.2</b>	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

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

**Strand: C.** Diseases and Health Conditions

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
<b>2.1.6.C.1</b>	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.	The early detection and treatment of diseases and health conditions impact one's health.
<b>2.1.6.C.2</b>	Determine the impact of public health strategies in preventing diseases and health conditions.	
<b>2.1.6.C.3</b>	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.	

**Interdisciplinary Standards**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**21<sup>st</sup> Century Life and Careers**

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

**Technology Integration**

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

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

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue\

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

**Essential Questions:**

- How do personal health choices impact our own health as well as the health of others?
- How can a personal commitment to wellness influence the health of others? How does this commitment reduce ones' risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?
- Why is it so difficult to educate people about risky behaviors? Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?

**Unit Enduring Understandings:**

- Health choices and behaviors have a profound impact on personal, family, community, and global wellness.
- Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.
- Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.

**Unit Objectives (unpacking CPIs where needed):**

- Students will determine the benefits or risks that certain food choices and eating patterns have on one’s overall wellness.
- Students will analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals.
- Students will describe how effective decision making can impact choices made by individuals or groups in regards to personal wellness.
- Students will examine how to analyze foods nutritional value in relation to an individual’s needs.
- Students will determine how culture/family history influences impacts one’s personal growth and health.
- Students will define common mental illnesses and evaluate one’s ability to recognize and adapt negative risk factors in one’s lifestyle.

**Evidence of Learning**

**Formative Assessments:**

- Discussion
- Exit tickets
- Classwork / quizzes

**Summative Assessments:**

- **Common Assessment #1** 2.1.6.A.3 (Consumer health and hygiene)
- **Common Assessment #2** 2.2.6.B.2 (Predicting outcomes of health related decisions)
- **Common Assessment #3** 2.1.6.C.1 (Strategies in preventing disease and health conditions)
- **Common Assessment #4** 2.1.6.C.2
- **Common Assessment #5** 2.1.6.C.3
- **Student notebook entries w/rubric**

**Alternative Assessments:**

- **Role-play**
- **Google Slide presentation**
- **Group project**

**Benchmark Assessment:**

Student growth objective

**Lessons Grade 5**

**Strand: A. Personal Growth and Development**

114-117  
124-127  
129-132  
136-147  
150  
155-156

- Health Concepts(2-28)
- Understanding Stress(50-74)
- Making Healthy Choices(120-132)

- Basic First Aid(158-163)
- Personal Safety(164-169)

- School Safety(170-173)

**Lessons Grade 6**

Physical Activity(184-192)  
Selecting & Preparing Healthy Foods(194-210)

<b>Strand: C. Diseases and Health Conditions</b>	81 234 239
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**Modifications: Modifications:**

**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
- Multi - language word wall

**Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

**504**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs

**At - Risk**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

**Special Education (IEP)**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

**Resources**

Health Promotion Wave kit  
newsela.com (leveled articles)  
readworks.org (leveled articles)

**Mullica Township School District  
Health Curriculum  
Unit Plan #2**

**Title Alcohol, Tobacco & Other Drugs**

**Grade Level Cluster: 5-6**

**Length of Time: 10 weeks (10-20 days)**

**Unit Summary:** The unit explores the physical, mental, and social, consequences associated with drug/medicine use/abuse on the individual as well as the impact of others around them.

**Learning Targets**

**Standard: 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.**

**Strand A: Medicines**

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
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.	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.	

**Strand B: Alcohol, Tobacco, and Other Drugs**

2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
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, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.	
2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision making and can place one at ri.	
2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.	
2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.	
2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.	

**Strand: C**      **Dependency/Addiction and Treatment**

2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.	Substance abuse is caused by a variety of factors.
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<b>2.3.6.C.2</b>	Explain how wellness is affected during the stages of drug dependency/addiction.	
<b>2.3.6.C.3</b>	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.	
<b>2.3.6.C.4</b>	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
<b>Interdisciplinary Standards</b>		
<p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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.</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>		
<b>21<sup>st</sup> Century Life and Careers</b>		
<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<b>Technology Integration</b>		
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue\</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p>		
<b>Unit Essential Questions:</b>	Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?	<b>Unit Enduring Understandings:</b>
		· The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.

**Unit Objectives (unpacking CPIs where needed):**

- Determine how laws/ policies have an effect on the health of smokers and nonsmokers.
- Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not.
- Explain the system of drug classification and why it is useful in preventing substance abuse.
- Relate tobacco uses and the incidents of disease.
- Summarize the signs and symptoms of a person who is abusing alcohol, tobacco, and other drugs, and determine how it affects personal wellness both short and long term.
- Identify the factors; such as peer pressure, that influence teen alcohol/drug use.

**Evidence of Learning****Common Formative Assessments:**

- Discussion
- Exit tickets
- Classwork / quizzes

**Common Summative Assessments:**

- **Common Summative #1** 2.3.6.A.1 (Compare/contrast the effects of prescription and over-the-counter drug abuse)
- **Common Summative #2** 2.3.6.B.1 (The usefulness of drug classification and how it relates to prevention of substance abuse.)
- **Common Summative #3** 2.3.6.B.2 (Tobacco and its relationship to disease)
- **Common Summative #4** 2.3.6.B.3 (Compare laws, policies, and procedures on smokers and nonsmokers.
- **Common Summative #5** 2.3.6.B.4 (Alcohol use/abuse and its harmful effect on ones health.)
- **Common Summative #6** 2.3.6.B.6 (The harmful effects of inhalant abuse)
- **Common Summative #7** 2.3.6.B.7 (Analyze the relationship of intravenous drug use and disease.)
- **Common Summative #8** 2.3.6.C.1 (Signs and symptoms of abuse that lead to addiction.)
- **Common Summative #9** 2.3.6.C.4 (Effective strategies to stay drug free.)
- Student notebook entries graded w/rubric

**Alternative Assessments:**

- Role-play
- Google Slide presentation
- Group project

**Benchmark Assessment:**

Student growth objective

**Lessons Grade 5****Strand****TE**

2.3 Strand A: Medicines

81-83

**Lessons Grade 6**

2.3 Strand A: Medicines

Baseline Knowledge(136-143)

2.3 Strand B: Alcohol, Tobacco, and Other Drugs  
2.3 Strand: C Dependency/Addiction and TreatmentTobacco Facts & Prevention Skills(144—149)  
Alcohol Facts & Prevention Skills(150-156)  
Marijuana , Steroids & Other Drugs(158-165)  
Respect & Responsibility(166-174) (250-251)

**Modifications:****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
- Multi - language word wall

**Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

**504**

- Keep in mind learner's multi-sensory, visual, and auditory style
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**At - Risk**

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**Special Education (IEP)**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

**Resources**

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 newsela.com (leveled articles)  
 readworks.org (leveled articles)

**Mullica Township School District  
 Health Curriculum Unit Plan  
 # 3**

**Title:** Family Life

**Grade Level Cluster:** 5-6

**Length of Time:** 10 weeks (10-20 days)

**Unit Summary:** This unit is designed to present strategies and skills necessary to engage in healthy active relationships throughout their lives.

**Learning Targets**

**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.

**Strand: A. Relationships**

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.4.6.A.1	Compare and contrast how families may change over time.	Healthy relationships require a mutual commitment.
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.	
2.4.6.A.3	Examine the types of relationships adolescents may experience.	
2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.	

2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.	
<b>Strand: B. Sexuality</b>		
2.4.6.B.1	Compare growth patterns of males and females during adolescence.	Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.
2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.	Responsible actions regarding sexual behavior impact the health of oneself and others.
2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, <a href="#">STIs</a> , <a href="#">HPV</a> , or unintended pregnancy.	
2.4.6.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, <a href="#">STIs</a> , and unintended pregnancy.	
<b>Strand: C. Pregnancy and Parenting</b>		
2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
2.4.6.C.2	Identify the signs and symptoms of pregnancy.	
2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.	
2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.	Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.
<b>Interdisciplinary Standards</b>		
<p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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.</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>		
<b>21<sup>st</sup> Century Life and Careers</b>		
<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<b>Technology Integration</b>		
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.		

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

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue\

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

**Unit Essential Questions:**

- How does your family influence the adult you will become?
- How do you develop and sustain relationships over time?
- Why is it so hard to have healthy relationships?

**Unit Enduring Understandings:**

- Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.
- Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.

**Unit Objectives (unpacking CPIs where needed):**

- Describe the role that dating and dating behaviors (communication, honesty) play in the lives of adolescents.
- Identify how conflicts may be resolved between individuals in relationships.
- Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent.
- Identify the possibly signs of pregnancy.
- Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus.
- Summarize strategies to remain abstinent and resist pressures to become sexually active. Evaluate the ramifications (HIV/AIDS, STI's, HPV, and Pregnancy) of sexual activity during adolescence and how they may impact the choices regarding sexual behavior.
- Evaluate the ramifications (HIV/AIDS, STI's, HPV, and Pregnancy) of sexual activity during adolescence and how they may impact the choices regarding sexual behavior.
- Identify the challenges faced by adolescent parents and their families.

**Evidence of Learning**

**Common Formative Assessments:**

- Discussion
- Exit tickets
- Classwork / quizzes

**Common Summative Assessments:**

- **Common Summative #1** 2.4.6.A.1 (Compare and contrast how families change)
- **Common Summative #2** 2.4.6.A.2 (Analyzing the characteristics of healthy relationships)
- **Common Summative #3** 2.4.6.B.1 (Comparing growth patterns of males and females)
- **Common Summative #4** 2.4.6.B.2 (Strategies to resist premature sexuality activity)
- **Common Summative #5** 2.4.6.B.3 (Examining risky behaviors that lead to sexual transmitted disease or unintended pregnancy)
- **Common Summative #6** 2.4.6.B.4 (Predict impact of adolescent decisions regarding sexual behavior)
- **Common Summative #7** 2.4.6.C.1 (Summarize fetal development during pregnancy)
- **Common Summative #8** 2.4.6.C.2 - 2.4.6.C.3 (Identify signs and symptoms of pregnancy and practices that support healthy pregnancy)

- **Common Summative #9** 2.4.6.C.4 (Predict challenges faced by adolescent parents and their families)
- Student notebook entries graded w/ rubric

**Alternative Assessments:**

- Role-play
- Google Slide presentation
- Group project

**Benchmark Assessment:**

Student growth objective

**Lessons Grade 5**

**Strand: A. Relationships**

Family Pride(31-47)  
Similarities & Differences(136-151)

**Strand: B. Sexuality**

182-193

**Lessons Grade 6**

**Strand: A. Relationships**

Human Growth Supplement

**Strand: B. Sexuality**

246-248, Human Growth Supplement

**Strand: C. Pregnancy and Parenting**

Human Growth Supplement

**Modifications:**

**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
- Multi - language word wall

**Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

**504**

- Keep in mind learner's multi-sensory, visual, and auditory style
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**At - Risk**

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**Special Education (IEP)**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
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**Resources**

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newsela.com (leveled articles)  
readworks.org (leveled articles)

**Mullica Township School District  
Health Curriculum Unit Plan # 4**

**Title:** Community Health skills

**Grade Level Cluster:** 5-6

**Length of Time:** 4 WEEKS (4-8 days)

**Unit Summary:**

**Students will learn ways to build character, become advocates, and have a positive impact on their community.**

**Learning Targets**

**Standard:**

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

**Strand:**

A. Interpersonal Communication

**CPI# (s):**

**CPI(s):**

**Content Statement:**

**2.2.6.A.1**

Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

Effective communication may be a determining factor in the outcome of health- and safety-related situations.

**2.2.6.A.2**

Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

**Strand:**

C. Character Development

**CPI# (s):**

**CPI(s)**

**Content Statement:**

**2.2.6.C.1**

Explain how character and core ethical values can be useful in addressing challenging situations.

Personal core ethical values impact the behavior of oneself and others.

**2.2.6.C.2**

Predict situations that may challenge an individual's core ethical values.

Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.

**Standard:**

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

**Strand:**

D. Safety

**CPI# (s):**

**CPI(s)**

**Content Statement:**

**2.1.6.D.1**

Summarize the common causes of [intentional and unintentional injuries](#) in adolescents and related prevention strategies.

Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.

**2.1.6.D.2**

Explain what to do if abuse is suspected or occurs.

<b>2.1.6.D.3</b>	Summarize the components of the <a href="#">traffic safety system</a> and explain how people contribute to making the system effective.	
<b>2.1.6.D.4</b>	Assess when to use basic first-aid procedures	Applying first-aid procedures can minimize injury and save lives.
<b>Strand:</b> E. Social and Emotional Health		
<b>CPI# (s):</b>	<b>CPI(s)</b>	Content Statement:
<b>2.1.6.E.1</b>	Examine how <a href="#">personal assets</a> and <a href="#">protective factors</a> support healthy social and emotional development.	Social and emotional development impacts all components of wellness.
<b>2.1.6.E.2</b>	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
<b>2.1.6.E.3</b>	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	Stress management skills impact an individual's ability to cope with different types of emotional situations.
<b>Interdisciplinary Standards</b>		
<p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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.</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>		
<b>21<sup>st</sup> Century Life and Careers</b>		
<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<b>Technology Integration</b>		
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue\</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p>		

<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is it so difficult for some people to access healthcare? How do you know when you need help? What’s more important: prevention or cure?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of diseases and health conditions contributes to one’s health and helps reduce healthcare costs.</li> </ul>
<p><b>Unit Objectives (unpacking CPIs where needed):</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate how the use of verbal and nonverbal (conversation, physical gesture) interpersonal communication may impact the health of oneself or others we come into contact with.</li> <li>• Students will determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors.</li> <li>• Students will summarize the common causes of intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school, and community.</li> <li>• Students will examine how personal assets and protective factors support healthy social and emotional development.</li> </ul>	
<p><b>Evidence of Learning</b></p>	
<p><b>Common Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Exit tickets</li> <li>• Classwork / quizzes</li> </ul>	
<p><b>Common Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Common Summative #1</b> 2.2.6.A.1 ( Demonstrating communications that impact ones health)</li> <li>• <b>Common Summative #2</b> 2.2.6.C.1 ( Developing character traits to utilize in challenging situations)</li> <li>• <b>Common Summative #3</b> 2.1.6.D.1 (Summarize the causes and discuss prevention strategies for intentional/unintentional injuries and utilize basic first-aid procedures. )</li> <li>• <b>Common Summative #4</b> 2.1.6.D.2 (Explain action taken if abuse is suspected or occurs)</li> <li>• <b>Common Summative #5</b> 2.1.6.D.3 (Summarize how people contribute to the effectiveness of traffic safety system)</li> <li>• <b>Common Summative #6</b> 2.1.6.E.1 (Examine personal assets and protective factors that support healthy development)</li> <li>• <b>Common Summative #7</b> 2.1.6.E.2 (Resolving school and community conflicts)</li> <li>• <b>Common Summative #8</b> 2.1.6.E.3 (Compare and contrast how families cope with everyday problems)</li> <li>• Student notebook entries graded w/ rubric</li> </ul>	
<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Role-play</li> <li>• Google Slide presentation</li> <li>• Group project</li> </ul>	<p><b>Benchmark Assessment:</b></p> <p>Student growth objective</p>
<p><b>Lessons Grade 5</b> <span style="float: right;"><b>TE</b></span></p>	
<p>2.2 A. Interpersonal Communication</p>	<p>38-40, 47 97-98, 166-168</p>
<p>2.2 C. Character Development</p>	<p>14-17 141-142</p>
<p>2.1 D. Safety</p>	<p>158-163 164-169</p>

2.1 E. Social and Emotional Health	10-16, 18-22, 54,59-62,66-67, 70-74, 79, 141-143, 160-162, 170-173
<b>Lessons Grade 6</b>	<b>TE</b>
2.1 B. Decision-Making	18-22, 23-24, 63-66, 87 147-149, 195-196, 206-207, 237
2.2 C. Character Development	7, 14-17, 167
2.1 D. Safety	81-82

**Modifications:**

**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
- Multi - language word wall

**Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

**504**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs

**At - Risk**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

**Special Education (IEP)**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

**Resources**

Health Promotion Wave kit  
newsela.com (leveled articles)  
readworks.org (leveled articles)