

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown Upper Elementary School
Health and Physical Education**

**Health Education
*Grade 5***

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[Course Description and Fundamental Concepts](#)

The fifth grade health program is an overview of the total child - emotional, social and physical development as they mature through the life cycle of baby, child, adolescent and adult. Ground work is developed for decision making skills through problem solving techniques. Refusal skills are strengthened and self esteem dealt with in the context of personality building.

A health education curriculum must be planned with awareness of conditions which have relevance for “wellness”. Wellness is best described as a way of life. It is a lifestyle that you, as an individual, create to achieve your highest potential for well-being. Your lifestyle consists of actions you are able to control, such as how you exercise, eat, manage stress, and perceive the environment. Achieving a high level of wellness involves continual striving for a more healthful way of living.

Content and learning experiences should be selected to enable students to make intelligent and informed decisions in those areas which affect their health and well being. The curriculum is designed to give students opportunities to develop positive attitudes which will promote continuing interest to improve health and create a quality lifestyle. Attitudes are more important than mere acquisition of facts! The understanding of concepts will influence behavior whereas the acquisition of facts may not.

The purpose of a comprehensive health education program from grades K-12 is to teach and reinforce the skills, attitudes, and practices necessary for a healthy lifestyle.

Many concepts are interrelated. The teacher must base his/her teaching on the needs of the children, not on what he/she thinks they need to know. The instruction must determine the readiness level of each individual class. What does the child mean by the question he/she asks? The instructor should take care to validate and give importance to each child’s questions and opinions.

[New Jersey Student Learning Standards \(NJSLS\)](#)

2020 Comprehensive Health and Physical Education Standards

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Unit Addressed	Standard #	Standard Description
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.	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.
Personal Growth and Development	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).
Mental Health	2.1.5.EH.1	Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
	2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
Mental Health	2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
	2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
Social and Emotional Health	2.1.5.SSH.2	Differentiate between sexual orientation and gender identity.
	2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

Mental and Emotional Health	2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.
Emotional Health Character Education	2.1.5.SSH.6 2.1.5.SSH.7	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Social and Emotional Health	2.1.5.CHSS.1 2.1.5.CHSS.2	Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
Emotional Health	2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Physical Fitness	2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4 2.2.5.PF.5	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. Accept and respect others of all skill levels and abilities during participation. Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
Physical Fitness	2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.4	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. Proactively engage in movement and physical activity for enjoyment individually or with others. Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
Nutrition Unit	2.2.5.N.2 2.2.5.N.3	Create a healthy meal based on nutritional content, value, calories, and cost. Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
Safety Unit	2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

Safety Unit	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.
Health Conditions, Diseases and Medicines	2.3.5.HCDM.2 2.3.5.HCDM.3	Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).
Alcohol, Tobacco and other Drugs	2.3.5.ATD.1 2.3.5.ATD.2 2.3.5.ATD.3 2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. 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).

Career Awareness, Exploration, Preparation, and Training (Standard 9.2)

List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
Emotional and Social Health	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	9.2.5.CAP.8: <i>Identify risks that individuals and households face.</i> 9.2.5.CAP.9: <i>Justify reasons to have insurance.</i>

Life Literacies and Key Skills (Standard 9.4)

List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
Emotional and Social Health	Critical Thinking and Problem-solving: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	<p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</p> <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p>
Safety Unit	Digital Citizenship: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
Safety Unit	Digital Citizenship: Digital identities must be managed in order to create a positive digital footprint.	9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity
Emotional and Social Health	Information and Media Literacy: Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	<p>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</p> <p>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</p>
Nutrition	Technology Literacy: Different digital tools have different purposes.	9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

		<p>9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.</p> <p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</p>
Fitness Unit	<p>Technology Literacy: Collaborating digitally as a team can often develop a better artifact than an individual working alone.</p>	<p>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).</p> <p>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</p>

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Standard #	Standard Description
Nutrition	5-LS1-1.	Support an argument that plants get the materials they need for growth chiefly from air and water.
Nutrition	5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Drugs, Alcohol, and Tobacco	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Mental Health - Relationships, Friendships, Bullying, Character Education, Conflict Resolution	September (~19 days)
Safety - Strangers/Being Home Alone/Fire Preventions	October (~19 days)
Drugs, Alcohol, and Tobacco - OTC and Prescriptions, Alcohol, and Tobacco	November (~16 days)
Drugs, Alcohol, and Tobacco - Smokeless Tobacco, Inhalation, and Illegal Drugs	December (~15 days)
Drugs, Alcohol, and Tobacco - Peer Pressure and Resistance	January (~18 days)
Personal Growth - Personal Hygiene, Male Reproductive System, Female Reproductive System (Boys/Girls Separately)	February (~18 days)
Fitness and Health - Physical Activity, Safe, and Good Sportsmanship	March (~15-20 days)
Fitness and Health - Nutrition	April (~15-20 days)
Fitness and Health - Nutrition	May (~18 days)
Disease and Disease Control - Immune System, HIV and AIDS	June (~15 days)

Units Scope and Sequence

Unit Name: Mental Health

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - 2.1.5.EH.4 2.1.5.SSH.2 2.1.5.SSH.5 2.1.5.CHSS.2 2.1.5.CHSS.3

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How can you control what you are feeling?
- In what ways can others affect how you feel?
- What are characteristics of healthy and unhealthy friendships?
- How does the media show us both appropriate and inappropriate models for feelings and emotions?
- How can you compare and contrast accept other people's similarities and differences?

Objectives

Students will be able to...

- Describe how feelings and emotions are portrayed in the media
- Identify how media and society can influence mental and emotional health
- Explain how families and peers can influence mental and emotional health
- Identifies personal assets and strengths
- Uses positive "self-talk" to strengthen self-image
- Identify and accept others similarities and differences.
- Exhibits actions that show respect for self and others

Unit Name: Safety Unit

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 2.3.5.PS.2 2.3.5.PS.4 2.3.5.PS.6](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- Community resources are available for basic first aid training.
- Basic first aid training facilitates a quick response in emergency situations.
- 911 and poison control dispatchers can provide information to help in emergency situations.
- Being home alone and responsibility/safety with kitchen fires.

Objectives

Students will be able to...

- Identify ways to reduce the risk of injuries from animal and insect stings as well as basic first aid procedures.
- Explain what to do such as calling 911 or a poison control center if someone is injured or is poisoned by products such as household cleaners
- Describe first aid procedures for a variety of situations, including insect stings, bites, poisoning, and choking
- Discuss with the group the importance of safe practices when they are at home alone.

Unit Name: Drugs, Alcohol and Tobacco

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.3.5.ATD.3](#) [2.3.5.DSDT.1](#) [2.3.5.DSDT.2](#) [2.3.5.DSDT.3](#) [2.3.5.DSDT.4](#) [2.3.5.DSDT.5](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- Analyze the factors that influence a person’s decision to use or not use alcohol and tobacco.
- Demonstrate the ability to avoid alcohol, tobacco, and other drugs.
- Discuss how alcohol, tobacco, inhalants, other drug drugs affect the body system.
- Build resistance skills and outlets to help others.

Objectives

Students will be able to...

- Recall the difference between prescription and nonprescription drugs.
- Identify sources of accurate information about the effects of tobacco use and exposure to secondhand smoke.
- Analyze the dangers of using tobacco products or being exposed to secondhand smoke.
- Identify ways to avoid the use of tobacco products as well as exposure to other tobacco smoke.
- Describe the proper use of over-the-counter and prescription drugs.
- Describes the difference between legal and illegal use of tobacco, alcohol, and other drug.s
- Identifies and describes the spectrum of illegal/street drugs (narcotics, inhalants., stimulants, depressants, hallucinogens, etc.)

Unit Name: Personal Growth

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.1.5.PGD.2](#) [2.1.5.PGD.3](#) [2.1.5.PGD.4](#) [2.1.5.PGD.1](#) [2.1.5.PGD.2](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children
- Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.

Objectives

Students will be able to...

- Compare growth patterns of males and females during adolescence
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

Unit Name: Fitness

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4 2.2.5.PF.5 2.2.5.L.F.1 2.2.5.L.F.2 2.2.5.L.F.3
2.2.5.L.F.4 2.2.5.L.F.4

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What is fitness?
- What do you need to include to create a fitness plan for yourself?
- What is one thing that can be done to improve overall fitness?

Objectives

Students will be able to...

- Recall what fitness means.
- List ways to improve a person's fitness level.
- Name the benefits of physical fitness.
- Identify the motor components of physical fitness
- Identify the factors that influence fitness levels.

Unit Name: Nutrition Unit

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 2.3.5.N.2 2.2.N.3](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- Choosing a balanced variety of nutritious foods contributes to wellness.
- Eating patterns are influenced by a variety of factors.

Objectives

Students will be able to...

- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively
- Differentiate between healthy and unhealthy eating practices.
- Create a healthy meal based on nutritional content, value, calories, and cost.
- Interpret food product labels based on nutritional content
- Determine factors that influence food choices and eating patterns.
- Summarize the benefits and risks associated with nutritional choices, based on eating patterns

Unit Name: Disease and Disease Control

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.3.5.HCDM.2](#) [2.3.5.HCDM.3](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- The use of disease prevention strategies in home, school, and community promotes personal health.
- The early detection and treatment of diseases and health conditions impact one’s health.

Objectives

Students will be able to...

- Explain how most diseases and health conditions are preventable.
- Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions
- Explain how mental health impacts one’s wellness

Please contact content supervisor for any questions.