

Health Curriculum Overview

GRADE 5

Grade Level: Fifth Grade

Content Area: Health

Created: August 2022

Board Approved: _____

PACING GUIDE

Coding of Performance Expectations

To promote a unified vision of the NJSLS-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Personal Growth and Development (PGD)
- Social and Sexual Health (SSH)
- Physical Fitness (PF)
- Personal Safety (PS)
- Dependency, Substance Disorder and Treatment (DSDT)
- Pregnancy and Parenting (PP)
- Community Health Services and Support (CHSS)
- Lifelong Fitness (LF)
- Health Conditions, Diseases and Medicines (HCDM)
- Emotional Health (EH)
- Movement Skills and Concepts (MSC)
- Nutrition (N)
- Alcohol, Tobacco and other Drugs (ATD)

EACH LESSON IS ONE CLASS PERIOD (40 MINUTES)

Lesson Title	Lesson Overview	Lesson Objectives	NJSLS Alignment
UNIT: HEALTHY RELATIONSHIPS AND COMMUNICATION			
Lesson 1: Being Emotionally Healthy	Students consider what it means to be healthy and are introduced to the idea of different dimensions of health, including physical, mental/emotional and social health. They read an article that offers tips for living a great life, work with a partner to list characteristics of people who have good emotional health, and complete an activity sheet that helps them examine the role of these qualities in their own lives.	Identify characteristics of a mentally and emotionally healthy person. Explain what it means to be mentally or emotionally healthy. Identify role models who demonstrate positive emotional health.	2.1.5.EH.1 2.1.5.EH.2 2.3.5.HCDM.3
Lesson 2: Building Healthy Relationships	In this lesson, students learn about the qualities and benefits of healthy relationships. After thinking about one of their own good relationships, they brainstorm a list of qualities found in healthy relationships. They discuss why it is important to be aware of one's own and others' feelings in relationships, and examine the benefits they get from their healthy relationships with both family and friends. An activity sheet helps them analyze the qualities	Identify characteristics of healthy relationships. Describe the benefits of healthy family relationships. Describe the benefits of healthy peer relationships. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.	2.1.5.SSH.6

	and benefits of two of their own healthy relationships.		
Lesson 3: Respectful Communication	In this lesson, students explore how respectful communication can help them build healthy relationships. After discussing what it means to communicate, students read an article with tips for communicating respectfully and successfully. They practice applying what they've learned to analyze examples of communication problems young people may encounter, and then roleplay ways to improve the communication and keep it respectful.	Identify elements of respectful communication. Demonstrate effective verbal and nonverbal communication skills.	2.1.5.SSH.5 2.3.5.PS.4
Lesson 4: Getting Accurate Health Information	In this lesson, students discuss the thoughts, beliefs and values that contribute to practicing healthy behaviors. They consider sources of information about health and learn about and practice asking key questions to evaluate online resources for the quality and usefulness of the information they provide.	Describe characteristics of accurate personal health and wellness information. Demonstrate how to locate sources of accurate personal health and wellness information.	2.1.5.CHSS.1 2.1.5.CHSS.2
Lesson 5: Understanding Chronic Disease	In this lesson, students develop their understanding of chronic disease. After discussing the differences between infectious and noninfectious disease, they work in pairs to read about and research common preventable chronic diseases in preparation for teaching others about these health problems. Then students work in small groups to create a poster about the preventable chronic disease they studied and share their findings with each other. As homework, students have the option to conduct additional guided online research using reliable websites to learn more about some non preventable chronic diseases that can occur in children.	Explain the difference between infectious diseases and non-infectious diseases. Access sources of accurate information about common chronic diseases. <i>Optional:</i> Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.	2.1.5.PGD.1
Lesson 6: Protecting My Health Now and in the Future	This lesson helps students consider how lifestyle choices can affect health. After defining the concept of "lifestyle," students review how common infectious illnesses are transmitted and the behavioral factors that can influence the development of chronic disease. They complete a survey to examine their own lifestyle choices that could affect their future health, and explore attitudes and values that can contribute to practicing healthy behaviors. They summarize their learning by making a simple plan they will follow to help prevent disease and promote	Identify lifestyle choices that can help prevent infectious and chronic disease. Describe values that promote healthy behaviors. Assess personal health and wellness-related practices	2.1.5.PGD.1

	lifelong health.		
UNIT: BULLYING AND HOW TO GET HELP			
Lesson 7: Understanding Bullying & Cyberbullying	In this lesson, students gain an understanding of bullying and cyberbullying. They begin with a writing activity to help them surface their own thoughts and feelings about bullying, and discuss the difference between teasing and bullying. They read stories about young people who are bullied and examine who is involved in the bullying situation. Then they read some more stories that explore reasons kids might bully others and discuss why bullying is always unacceptable and wrong.	Describe the difference between bullying and teasing. Identify reasons people bully others. Explain why it's wrong to tease or bully others based on personal characteristics.	2.1.5.SSH.7
Lesson 8: Bullying: Feelings & Consequences	This lesson continues with the topic of bullying, by focusing on the feelings it causes and other consequences. Students read and discuss an article that defines bullying and cyberbullying. They read about and brainstorm the feelings bullying can cause people to experience as well as other consequences for targets, bystanders and bullies. They revisit the stories about bullying from the previous class and analyze possible consequences for each of the characters in the story.	Identify consequences of bullying to perpetrators, victims and bystanders.	2.1.5.SSH.7
Lesson 9: Preventing & Reporting Bullying	This lesson stresses the importance of reporting bullying to a trusted adult. Students review a story about a student who is bullied and work in small groups to consider different possible endings to the story and the pros and cons of each. They discuss actions bystanders to bullying can take and learn that the best thing to do if they see someone being bullied is to tell an adult. They consider why this can sometimes be difficult and discuss the "no tell code" that may prevent kids from reporting bullying. They create and share a class poster that identifies the beliefs and actions they can use to challenge that code, including reporting bullying to a trusted adult, and take home a family sheet to help them discuss bullying with their parents or guardians.	Describe what to do if oneself or someone else is being bullied. Describe practices and behaviors that reduce or prevent bullying violence. Advocate for actions to reduce or prevent bullying.	2.1.5.SSH.5 2.1.5.SSH.7 2.3.5.PS.6 AGE APPROPRIATE
Lesson 10: Understanding	In this lesson, students explore the reasons behind physical fighting. They complete an activity sheet that	Identify situations that might lead to fighting. Identify reasons for not fighting. Describe how	2.1.5.EH.1 2.1.5.EH.4

Fights	surfaces their thoughts and feelings about why people might fight, and read and discuss two articles about common reasons for fighting and good reasons not to fight. Then they revisit their earlier thinking about fights and complete an activity sheet based on what they've learned.	participation in gangs can lead to fighting.	
Lesson 11: Fights: Feelings & Consequences	SKIP		
Lesson 12: Preventing & Avoiding Fights	In this lesson, students learn ways to prevent and avoid fighting. They examine 3 key ways to avoid or respond to fights, including not acting on impulse and getting help if a conflict escalates toward violence. They read a story about a conflict between friends and analyze how the 3 ways could have helped the characters avoid or respond to the situation. They discuss the difference between simple conflict that students could solve among themselves and serious trouble that requires adult help, and identify adults who could help if they experience serious trouble with someone. Then they work in small groups to explore how they could apply the strategies for avoiding and responding to fights in their own lives. The teacher reinforces walking away from a fight as the strong and safe thing to do.	Identify strategies to avoid physical fighting. Describe practices and behaviors that reduce or prevent violence. Determine the difference between simple conflict and serious trouble.	2.3.5.PS.6
Lesson 13: When Friends Need Help	This lesson helps students identify signals and get help for friends who are in trouble. They read and discuss an article that covers warning signs that someone might be in danger of hurting self or others, and outline steps to take if they observe these warning signs in a friend or classmate. They take home a family sheet to help them discuss helping friends in trouble with their parents or guardians.	Explain the importance of telling an adult if someone is in danger of hurting themselves or others.	2.1.5.EH.1 2.1.5.SSH.5 2.3.5.PS.6 2.3.5.HCDM.3 AGE APPROPRIATE NOTIFY GUARDIANS PRIOR TO LESSON
Lesson 14: Analyzing Media Message &	SKIP		

Violence			
Lesson 15: Taking a Stand Against Violence	SKIP		
UNIT: NUTRITION AND FITNESS			
Lesson 16: Using the HealthSmart Guidelines for Healthy Eating	In this lesson, students learn guidelines for healthy eating. They read and discuss an article that outlines how to eat for good nutrition, then review the USDA's MyPlate food groups and recommendations for amounts to eat from each food group for people their age.	Name the food groups and a variety of nutritious food choices for each food group. Describe the benefits of eating plenty of fruits and vegetables. Explain the importance of eating a variety of foods from all the food groups.	2.1.5.PGD.1 2.2.5.N.1
Lesson 17: Understanding Food Amounts	This lesson helps students recognize healthy food amounts. Students review a list that outlines how much to eat from each food group and recommended amounts for some common foods, while the teacher conducts a demonstration to help them accurately picture these amounts. Then students complete a survey to assess their personal eating habits, review their results against the guidelines for healthy eating, and suggest ways they could improve, if needed. They discuss how their nutrition and eating habits today can affect future health, and then complete an activity sheet to plan a day's worth of healthy meals that will meet the MyPlate recommendations. They take home a family sheet to help them discuss healthy eating with their parents or guardians.	Use self-assessment skills to analyze their current eating habits. Identify the amount of food from each group that a child needs daily.	2.1.5.PGD.1 2.2.5.N.2
Lesson 18: Challenges to Healthy Eating: Junk Food	In this lesson, students learn about limiting consumption of foods with high sugar, salt and fat content. They read about why "junk foods" are unhealthy and interpret sample food labels from some common snacks to draw conclusions about the ingredients and nutritional content of these foods. They complete an activity sheet to analyze their own eating habits around junk foods and propose ways to limit their consumption of foods high in fat, added sugars and sodium.	Identify foods that are high in fat. Identify foods that are high in added sugars. Identify foods that are high in sodium. Describe the benefits of limiting the consumption of solid fat, added sugar and sodium.	2.1.5.PGD.1 2.2.5.N.1

Lesson 19: Challenges to Healthy Eating: Fast Foods & Celebrations	In this lesson, students continue to examine challenges to healthy eating and eating in moderation by reading articles about celebrations and holiday foods, as well as ways to eat healthier at fast-food restaurants. They complete an activity sheet on how to make fast-food meals healthier to apply what they've learned.	Describe how relevant influences of family and culture affect personal food choices. Describe how relevant influences of peers affect food choices and other eating practices and behaviors. Identify nutritious and non-nutritious beverages. Describe ways to limit the consumption of solid fat, added sugar and sodium. Demonstrate ways to make healthier food choices at fast-food restaurants.	2.1.5.PGD.1 2.2.5.N.3 2.2.5.N.1
Lesson 20: Using the HealthSmart Guidelines for Physical Activity	In this lesson, students learn about how much physical activity they should be getting every day. They read about the benefits of engaging in different types of activities that help improve flexibility, endurance and strength. Then they complete an activity sheet that encourages them to write down the types of physical activity they like to do or would like to try.	Describe the recommended amount of physical activity for children. Identify different types of physical activity. Identify benefits of physical activity. Identify warm-up and cool-down activities to help prevent injury during physical activity.	2.1.5.PGD.1 2.2.5.PF.1 2.2.5.PF.3
Lesson 21: Physical Activity: What's in It for Me?	In this lesson, students read two stories about young people their age and the amount of physical activity they get each day. They brainstorm different types of activity that will help improve their aerobic endurance, bone strength, muscle strength and flexibility. They create a list of barriers that get in the way of getting enough physical activity every day, and problem solve how to overcome those barriers. They finish the lesson by completing an activity sheet to evaluate their own physical activity patterns and identify ways to increase the amount of physical activity they get each day.	Describe the importance of choosing a variety of ways to be physically active. Explain positive outcomes from being physically active. Identify barriers to being physically active. Identify ways to increase physical activity.	2.1.5.PGD.1 2.2.5.PF.1 2.2.5.PF.3
Lesson 22: Healthy Eating & Activity: Setting a Goal	In this lesson, students learn the steps that are needed to set and meet a goal. They review their own eating and physical activity patterns and determine areas in which they could improve. They complete an activity sheet where they choose one physical activity or healthy eating goal and use the goal-setting steps to make an action plan for reaching that goal.	Set a realistic personal goal related to improving healthy eating or physical activity behaviors. Identify resources that can help achieve a personal goal to improve healthy eating or physical activity behaviors.	2.2.5.PF.1 2.2.5.PF.3 2.2.5.PF.4 2.2.5.N.3
Lesson 23:	This lesson helps students monitor and track their	Track progress toward achieving a personal goal	2.2.5.PF.4

Tracking My Progress	progress toward a healthy eating or physical activity goal. Students read about how to track progress toward a goal and review some sample goal plans. Then they monitor their weekly progress toward the eating or physical activity goals they've set for themselves, including identifying what's going well and what could be improved. They share their results with a partner to offer encouragement and advice. Optional activity sheets support students' work toward their goals with tips for getting enough physical activity and quick-and-easy healthy food recipes.	to improve healthy eating or physical activity behaviors.	2.2.5.PF.5 2.2.5.N.3
UNIT: ALCOHOL AWARENESS			
Lesson 24: Consequences of Alcohol Use	In this lesson, students explore the negative physical effects of alcohol use. After brainstorming both things they can do and behaviors they should avoid to help keep their bodies healthy, students complete a worksheet individually and then work with a partner to identify the ways alcohol affects the body. They answer a series of questions to help them understand how alcohol can negatively affect the brain, harm the body and contribute to chronic disease. They discuss family, school and community rules about alcohol use by young people, review other negative consequences of alcohol use and define addiction and experimentation. To conclude, they consider how alcohol use could negatively affect the things they enjoy doing.	Identify short- and long-term effects of alcohol use. Identify family and school rules about alcohol use.	2.3.5.ATD.1 2.3.5.ATD.2
Lesson 25: Alcohol & Feelings	This lesson explores the different feelings that can contribute to alcohol use. Students read some stories about young people who experiment with alcohol and analyze the feelings involved in each situation. They list feelings that could lead someone to use alcohol and suggest healthier alternatives for dealing with these feelings. They complete an activity sheet to apply what they learned about alcohol and feelings.	Identify negative consequences of alcohol use. Explain the relationship between feelings and alcohol use. Describe positive ways to deal with strong feelings without drinking alcohol.	2.1.5.EH.1 2.3.5.ATD.1
Lesson 26: Alcohol & Peers	In this lesson, students analyze the influence of peers on alcohol use. They read some stories about how peer pressure affects some young people's decisions about	Describe relevant influences of peers on alcohol use.	2.3.5.ATD.2

	alcohol, and identify potential negative consequences in each situation. They discuss how peers can offer support for being alcohol free and review a series of questions to help them think about the peer influences on alcohol use in their own lives. They then complete an activity sheet that allows them to apply what they learned about peer pressure and how to resist it.		
Lesson 27: Alcohol & the Media	SKIP		
Lesson 28: Saying NO to Alcohol	In this lesson, students learn and practice refusal skills. They read an article that outlines techniques for resisting pressure and identify how these refusal skills were used in some example scenarios. Then they work in small groups to outline ways to say NO in specific pressure situations, including the words, tone and body language that could be used to resist the pressure, and create role plays based on these scenarios. They demonstrate their role plays for the class and receive feedback on their use of refusal skills.	Demonstrate effective verbal and nonverbal communication to avoid alcohol use.	2.3.5.DSDT.3
Lesson 29: My Alcohol-Free Choice	SKIP		
Lesson 30: My Alcohol-Free Connections & Road Map	SKIP		
Lesson 31: When Friends & Family Use Alcohol	In this lesson, students explore how alcohol use by family and friends can cause difficulties for young people. They read some stories about kids who are affected by others' alcohol use and summarize key points. They discuss the feelings young people may have when others drink, and read a second series of stories about different ways to get help for problems caused by others' drinking. They list resources in their community that people can go to for help, then practice what they could say if they needed to	Describe characteristics of appropriate and trustworthy sources of help with family alcohol problems. Demonstrate how to effectively ask for help with family alcohol problems.	2.1.5.SSH.5 2.3.5.ATD.3 2.3.5.DSDT.2 2.3.5.DSDT.4 2.3.5.DSDT.5

	approach one of these resources for help. They take home a family sheet to help them talk about adult use of alcohol with their parents or guardians.		
UNIT: UNDERSTANDING PUBERTY			
Lesson 32: Old Me, New Me	In this lesson, students consider physical, emotional and social changes that are part of puberty. They begin by reading some journal entries about the feelings different fifth graders are having as they grow and change. They brainstorm a list of other feelings young people might have as they go through puberty, and complete an activity sheet to help them think about their own feelings. They discuss how a person's body, thoughts and relationships change as well, and complete an activity sheet to illustrate an important way they themselves have changed over the last few years.	Use self-assessment skills to identify feelings that are part of puberty. Use self-assessment skills to identify personal changes that are part of puberty.	2.1.5.PGD.2 2.1.5.PGD.3
Lesson 33: Understanding Puberty & New Responsibilities	In this lesson, students learn more about the changes and new responsibilities that accompany puberty. A reading sheet presents facts about puberty. Then students review some questions young people might have and apply information and key points from the reading to answer them. They take home a family sheet to help them talk about puberty with their parents or guardians.	Describe the physical, social, and emotional changes that occur during puberty. Explain how puberty and development can vary greatly and still be normal. Identify characteristics of a responsible family member.	2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.5
Lesson 34: Understanding a Boy's Body	BOYS ONLY This lesson helps students learn how boys can protect their sexual health. A reading sheet presents facts about basic male anatomy and things young men can do to stay healthy. Students complete an activity sheet to match definitions to body parts and respond to questions about the changes of puberty for male bodies.	BOYS ONLY Identify basic reproductive body parts and their functions. Explain how puberty and development can vary greatly and still be normal.	SEPARATE LESSON FOR BOYS ONLY 2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.4
Lesson 35: Understanding a Girl's Body	GIRLS ONLY This lesson helps students learn how girls can protect their sexual health. A reading sheet presents facts about basic female anatomy and things young women can do to stay healthy. Students complete an activity sheet to match definitions to body parts and respond to questions about the changes of puberty for female bodies.	GIRLS ONLY Identify basic reproductive body parts and their functions. Explain how puberty and development can vary greatly and still be normal.	SEPARATE LESSON FOR GIRLS ONLY 2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.4

Lesson 36: Gender Roles & Expression	LIMITED CONTENT - RESPECT DIFFERENCES This lesson emphasizes the importance of respecting self-expression in oneself and others. Students read stories about kids their age and discuss whether they think the character is a boy or a girl or unclear and why. They learn terms related to gender roles and expression and discuss why it is important to respect the different ways different people may express themselves around gender. After revisiting a story about a child who is bullied due to gender expression, they create a text message campaign to encourage peers to accept and respect diversity.	LIMITED CONTENT - RESPECT DIFFERENCES Describe the importance of respecting self and others. Explain why a range of gender roles and expressions is acceptable. Summarize why it is wrong to tease or bully others based on personal characteristics (such as gender, appearance, mannerisms, and the way one dresses or acts). Advocate for respecting how others choose to express themselves around gender.	2.1.5.SSH.1 AGE APPROPRIATE
Lesson 37: Choosing Sexual Abstinence	SKIP		
Lesson 38: Seeking Information & Support	In this lesson, students learn about the importance of getting trustworthy support and accurate information as they go through puberty. They complete an activity sheet that features examples of difficult or confusing situations kids might face, by identifying the emotions and needs in each scenario, suggesting where they would go to get information and support, and explaining how they know that source is trustworthy.	Identify sources of accurate information and support for dealing with the physical, emotional and social changes that occur during puberty.	2.1.5.SSH.5