

Grade 5 Health and Physical Education

Focus Topic: Wellness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW discuss the physical, social, emotional, and intellectual dimensions of wellness • TSW describe the appropriate use of healthcare and personal hygiene products • TSW discuss how health knowledge, health choices, self-control, resistance, and self-management skills influences wellness • TSW compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness • TSW discuss factors that influence food choices • TSW compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan • TSW analyze nutrition information on food packages and labels • TSW discuss the short and long-term benefits and risks associated with nutritional choices • TSW differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions 	<p>2.1.6.A</p> <p>2.1.6.A</p> <p>2.1.6.A</p> <p>2.1.6.B</p> <p>2.1.6.C</p> <p>2.1.6.C</p> <p>2.1.6.C</p> <p>2.1.6.C</p> <p>2.1.6.D</p>	<ul style="list-style-type: none"> - How do body parts work together? - What factors influence food choices? - What is nutrition? - How do you determine appropriate portion sizes? - How do health conditions affect a person? - What are preventative measures? - How does a person avoid injury? 	<ul style="list-style-type: none"> • Healthy choices contribute to wellness • Environmental conditions influence food choices • Nutritional choices affect wellness • Safety can avoid injury 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Response</p>

<ul style="list-style-type: none"> • TSW compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, Diabetes, Lyme disease, STDs, and HIV/AIDS 	2.1.6.D			
<ul style="list-style-type: none"> • TSW discuss and use of public health strategies to prevent diseases and health conditions 	2.1.6.D			
<ul style="list-style-type: none"> • TSW compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression 	2.1.6.D			
<ul style="list-style-type: none"> • TSW compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents 	2.1.6.E			
<ul style="list-style-type: none"> • TSW analyze the short and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries 	2.1.6.E			
<ul style="list-style-type: none"> • TSW demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding 	2.1.6.E			
<ul style="list-style-type: none"> • TSW discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs 	2.1.6.E			
<ul style="list-style-type: none"> • TSW examine how personal assets, (e.g. self-esteem, positive peer relationships) and protective factors (e.g. parental involvement) support healthy social and emotional development 	2.1.6.F			
<ul style="list-style-type: none"> • TSW choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying 	2.1.6.F			
<p>Grade 5 (Wellness) continued</p>				

<ul style="list-style-type: none"> • TSW describe the physical and emotional signs of stress and the short and long-term impacts of stress on the human body 	2.1.6.F			
<ul style="list-style-type: none"> • TSW compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation 	2.1.6.F			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Develop a health and grooming checklist • Snack Attack – take a box and decorate it to resemble a vending machine. Students tape the wrappers from their favorite snack to the window part of the vending machine. Have the class vote as to whether the snack is healthy or unhealthy. • Literature Connection: <u><i>Food Chain Frenzy</i></u> (Anne Capeci); <u><i>Good Enough to Eat: A Kid's Guide to Food and Nutrition</i></u> (Lizzy Rockwell); <u><i>Cloudy with a Chance of Meatballs</i></u> (Judi Barrett) 				

Grade 5 (Wellness) continued

Grade 5 Health and Physical Education

Focus Topic: Integrated Skills

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW summarize health information from a variety of valid and reliable health resources • TSW demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness • TSW demonstrate active listening • TSW compare and contrast the social purposes of health messages presented in the media • TSW demonstrate effective decision-making in health and safety situations • TSW analyze the influence of family, peers and the media on health decisions • TSW use health data and information to formulate health goals • TSW describe actions and situations that show evidence of good character • TSW discuss the characteristics of a role model • TSW compare various forms of leadership 	<p>2.2.6.A</p> <p>2.2.6.A</p> <p>2.2.6.A</p> <p>2.2.6.A</p> <p>2.2.6.B</p> <p>2.2.6.B</p> <p>2.2.6.C</p> <p>2.2.6.D</p> <p>2.2.6.D</p> <p>2.2.6.E</p>	<ul style="list-style-type: none"> - Why is communication important? - Why is it important to be tolerant of other's ideas and opinions? - Why are goals important? - How is a person influenced? - How do you make a decision? - Why are character traits important in life? - What is a role model? 	<ul style="list-style-type: none"> • People are entitled to have ideas and opinions • Decisions play an important role in everyday life • Character traits are learned • Health decisions are influenced • Community service impacts wellness 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Response</p> <p>DARE Essay</p>

<ul style="list-style-type: none"> • TSW evaluate personal and group contributions towards the achievement of a goal or task • TSW develop and articulate a group’s goals and vision • TSW compare the use of cooperative and competitive strategies to achieve a group goal • TSW recommend strategies to keep a group on target and free from conflict • TSW discuss how individuals can make a difference by helping others • TSW investigate health and fitness career opportunities 	<p>2.2.6.E</p> <p>2.2.6.E</p> <p>2.2.6.E</p> <p>2.2.6.E</p> <p>2.2.6.E</p> <p>2.2.6.F</p>			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Brainstorm ways that advertising companies use gimmicks to sell products. Have student groups develop their own advertising gimmicks • Give groups of students a situation that requires refusal skills and assertiveness. Have students outline ways to say no • Literature Connection: <i>No Talking</i> (Andrew Clements); <i>The Lemonade War</i> (Jacqueline Davies); <i>Caps for Sale</i> (Esphyr Slobodkina) 				

Grade 5 (Integrated Skills) continued

Grade 5 Health and Physical Education

Focus Topic: Drugs and Medicine

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW discuss factors to consider when choosing an over-the-counter medicine • TSW discuss medicines used to treat common diseases and health conditions • TSW describe how tobacco use contributes to the incidence of respiratory disease, cancer, and cardiovascular disease • TSW describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries • TSW discuss the classifications of illegal drugs and controlled substances and give examples of each • TSW describe the physical and behavioral effects of each classification of drugs • TSW discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis • TSW describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction • TSW identify ways to quit using alcohol, tobacco and other drugs and discuss factors that support an individual to quit 	<p>2.3.6.A</p> <p>2.3.6.A</p> <p>2.3.6.B</p> <p>2.3.6.B</p> <p>2.3.6.B</p> <p>2.3.6.B</p> <p>2.3.6.B</p> <p>2.3.6.C</p> <p>2.3.6.C</p>	<ul style="list-style-type: none"> - Why are medicines used? - How does tobacco use affect people? - What are the effects of alcohol? - What are means of dealing with addiction? - How does substance abuse affect others around you? - How do I make the "right" decisions in the face of peer media and other pressures? 	<ul style="list-style-type: none"> • Certain drugs have harmful effects on the mind and body • Alcohol, tobacco, and some drugs are addictive • Illegal drugs are harmful • Substance abuse affects others 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Responses</p>

<ul style="list-style-type: none"> • TSW describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle 	<p>2.3.6.C</p>			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Use examples to point out that it is important to know the facts in order to make effective decisions. Read a statement about drugs and medicines and have students move to a predetermined corner of the room if he/she believes the statement is a myth or a fact • Review local newspapers for incidents that involve violent behavior and the use of alcohol, tobacco, and other drugs. Invite the school's DARE officer to class to discuss similar situations and review strategies to deal with this behavior. • Literature Connection: <i>Chocolate Fever</i> (Robert Kimmel Smith); <i>Tobacco</i> (Ana Deboo); <i>Danger: Drugs and Your Friends</i> (E. Rafaela Picard) 				

Grade 5 (Drugs and Medicine) continued

Grade 5 Health and Physical Education

Focus Topic: Human Relationships and Sexuality

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs • TSW describe how peer relationships may change during adolescence • TSW describe the individual growth patterns of males and females during adolescence • TSW describe behaviors that place one at risk for HIV/AIDS 	<p>2.4.6.A</p> <p>2.4.6.A</p> <p>2.4.6.B</p> <p>2.4.6.B</p>	<ul style="list-style-type: none"> - How do families meet needs? - How do peer relationships change? - What is adolescence? 	<ul style="list-style-type: none"> • Every person contributes to the family • Peer relationships change • Every person experiences growth patterns 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Performance tasks</p> <p>Self assessment</p> <p>Student Responses</p>
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Students research the life spans of various animals and compare them to the life span of human beings • Create a graphic organizer that illustrates the impact of hormones • Research family relationships in various historical periods and compare them to modern families • Literature Connection: <i>It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health</i> (Robie H. Harris); <i>Where the Red Fern Grows</i> (Wilson Rawls); <i>Chicken Soup for the Preteen Soul : 101 Stories of Changes, Choices and Growing up for Kids</i> (Jack Canfield) 				

Grade 5 Health and Physical Education
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Focus Topic: Motor Skill Development

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW perform planned movement sequences • TSW apply a learned skill to another movement • TSW evaluate critical elements of a skill • TSW understand equilibrium, rotation and range of motion • TSW perform movement flow in response to interactive environments • TSW understand how movement activity use self expression, creativity, and teamwork • TSW apply balance and counterbalance when performing movement skills • TSW use offensive, defensive, and cooperative strategies • TSW use specific strategies to prepare for physical activity 	2.5.6.A 2.5.6.A 2.5.6.A 2.5.6.A 2.5.6.A 2.5.6.B 2.5.6.B 2.5.6.C 2.5.6.E	<ul style="list-style-type: none"> - How does practice and effort impact performance? - What is movement? - What strategies affect movement skills? 	<ul style="list-style-type: none"> • Movement provides opportunity • Movement allows expression • Attitude affects performance • Rules affects play 	Ongoing observation & questioning during class discussions and hands-on project work Self assessment Peer review Skills Checklist Student Response

Suggested Activities/Resources

- Word bank – provide students with a bank of words from the unit. Students must use a teacher-determined number of words in a paragraph to demonstrate their understanding of the terms.
- Tic Tac Toe – place nine index cards in a Tic-Tac-Toe grid. Have students flip cards either diagonally, horizontally or vertically and use the three words to create a sentence.
- Learn a line dance (Electric Slide or Continental) or folk dance (Troika or Turkey in the Straw)
- Literature Connection: *And Nobody Got Hurt!: The World's Weirdest, Wackiest, True Sports Stories* (Len Berman); *Isaac Newton and the Laws of Motion* (Andrea Gianopoulos); *Motion* (Bonnie Juettner)

Grade 5 (Motor Skill Development) continued

Grade 5 Health and Physical Education
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Focus Topic: Fitness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW describe the relationship between physical activity and healthy eating • TSW summarize the short and long term benefits of physical activity • TSW describe how the body adapts to physical activity over a period of time • TSW understand the relationship between practice, training, and injury prevention • TSW discuss the principles of training • TSW apply the appropriate training principles • TSW describe the physical and behavioral effects of steroids and performance enhancing substances • TSW assess personal fitness • TSW develop a personal fitness plan 	<p>2.6.6.A</p> <p>2.6.6.A</p> <p>2.6.6.A</p> <p>2.6.6.B</p> <p>2.6.6.B</p> <p>2.6.6.B</p> <p>2.6.6.B</p> <p>2.6.6.C</p> <p>2.6.6.C</p>	<ul style="list-style-type: none"> - How does fitness affect health and well being? - What is training - In what ways is physical activity beneficial? - How does personal fitness impact wellness? 	<ul style="list-style-type: none"> • Personal fitness is important in order to lead a healthy lifestyle • Training principles improve personal fitness 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Skills Checklist</p> <p>Performance tasks</p> <p>Self assessment</p> <p>Student Response</p>

Suggested Activities/Resources

- Word bank – provide students with a bank of words from the unit. Students must use a teacher-determined number of words in a paragraph to demonstrate their understanding of the terms.
- Tic Tac Toe – place nine index cards in a Tic-Tac-Toe grid. Have students flip cards either diagonally, horizontally or vertically and use the three words to create a sentence.
- Write strength exercises on strips of paper (push ups, crunches, etc.). Divide class into groups and have students choose a strip of paper and perform the exercise
- Literature Connection: *Why Do We Need to Be Active?* (Angela Royston) *Steroids* (A. R. Schaefer); *Juice* (Eric Walters)

Grade 5 (Fitness) continued