



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Health and Wellness				
Grade Level(s):	Fifth Grade				
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
Course Description:	<p>This course is a comprehensive, sequential health education program that emphasizes the natural interdisciplinary connection among wellness, health, and social emotional learning. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. Social-emotional learning involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p> <p>This curriculum is broken into four overarching topics rather than units to cover a vast array of standards and social emotional learning competencies.</p>				
Grading Procedures:	3= Consistently, 2= Occasionally, 1= Rarely				
Primary Resources:	<ul style="list-style-type: none">• Mindfulschools.org shared resources• Literature and videos for discussion• KidsHealth.org• PebbleGo Next• YouTube Videos• D.A.R.E. (Keeping It Real)				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Suzie Brennan, Melissa McNally, Madison Agostini, Kathi Passante
Under the Direction of:	Christine Gehringer

Written: _____ Aug. 2024
Revised: _____
BOE Approval: _____

Social and Emotional Learning

New Jersey SEL Competencies and Sub-Competencies

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.



<http://www.nj.gov/education/students/safety/sandp/sel>

August 2017

Through the district-wide K-12 character education ideology, **WT CORE 4**, students and staff demonstrate the four traits of respect, responsibility, caring, and citizenship toward themselves and others in both school and community.

Through purposeful and strategic lesson development and classroom routines, students build their executive functions: working memory, cognitive flexibility, inhibition control. These skills underlie the capacity to plan ahead and meet goals, display self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions, among others.

Students in K-5 engage in **Mindfulness** activities for 5 minutes daily. This practice strengthens the SEL competency of Self-Management.

Through a student-led school climate improvement program, **No Place for Hate**, students participate in school-wide discussion-based and active learning activities. Students and staff examine identities, reflect on biased behavior and learn new ways to challenge bias and bullying in themselves and society. Collaborative projects strengthen the SEL competencies, anti-bullying, and equity efforts, while creating harmony through a social justice lens and common language from PreK-12.

Fifth-grade students participate in ten 45-minute **Drug Abuse Resistance Education (D.A.R.E.)** developmentally appropriate lessons delivered by a certified *D.A.R.E.* officer. This comprehensive evidence-based program teaches the foundational skills students need to be safe, healthy, and responsible in leading drug-free lives. Students engage in scenario-based activities that help them apply effective decision-making skills related to medicine as well as the effects and consequences of use/abuse of alcohol, tobacco and drugs.

Topic: Personal Growth and Wellness/Nutrition**Description:**

Students will develop an understanding of how balance is of utmost importance for having healthy bodies, minds, and attitudes towards others. Taking care of ourselves will help us take care of and have empathy for others. To achieve this balance, making healthful nutrition choices, understanding disease prevention, and partaking in physical activity are key. Students will learn about changes in their bodies and emotions and how it can impact themselves and their relationships.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 4 Lessons

Desired Results**Standard(s):****Health:**

- 2.1.5.PGD.1 Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 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.5 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.
- 2.1.5.PPD.1 Explain the relationship between sexual intercourse and human reproduction.
- 2.1.5.PPD.2 Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
- 2.3.5.HCDM.1 Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- 2.3.5.HCDM.2 Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)

SEL**Competencies:**

- Recognize one's feelings and thoughts
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Identify the consequences associated with one's actions in order to make constructive choices
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others

Indicators: *Students will be able to...*

- Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness.
- Examine how the body changes during puberty and how these changes influence personal self-care.
- Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

- Explain common human sexual development and the role of hormones.
- 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.
- Explain the relationship between sexual intercourse and human reproduction.
- Explain the range of ways pregnancy can occur.
- Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)

Understandings:

Students will understand that...

- Health is influenced by the interaction of body systems.
- Puberty is a time of physical, social, and emotional changes.
- Pregnancy can be achieved through a variety of methods.
- There are actions that individuals can take to help prevent diseases and stay healthy.

Essential Questions:

- What do I need to do to take care of my body?
 - Emotional well-being
 - Physical well-being
- How does what's happening in my life affect my well-being?
 - Emotionally
 - Physically
- Who are the trusted people in my life I can reach out to with questions about relationships and my health.

Assessment Evidence

Performance Tasks:

- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities

Other Evidence:

- Teacher observations
- Team building games/activities
- Participation in outdoor/classroom cooperative games and physical activities
- Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.)

Learning Plan

Learning Activities

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Health Teacher Lessons:

Learning Target: Students will learn about food claims and portion sizes and how they impact making healthy food choices.

Activity: Introduce/review the basics of food labels. Some great basic info for teaching can be found at <https://www.childrensdayton.org/kidshealth/a/food-labels>). Then, to introduce food claims, use the link: <https://www.familyconsumersciences.com/2018/11/food-labeling-claims/>. Portion sizes can be introduced using the short video at this link: <https://www.youtube.com/watch?v=1SGBrM8DFNY>. Allow students to create a list of places they have been where they have seen food claims or large portion sizes (Movie theater, certain restaurants, etc.).

Learning Target: Students will learn the importance of sleep and explore ways to improve sleep habits. (2.3.2.HCDM.2, 2.1.2.PGD.2)

Activity: Use the KidsHealth (Teacher's Guide 3-5: The Human Body, Sleep) to introduce content related to sleep. Use this content as the foundation for discussions about how a lack of sleep can affect performance in school, job performance, relationships, driving, etc. Have students explore the sleep log activity to deepen understanding of sleep concepts.

Learning Target: Students will learn about the causes and effects of various health conditions, viruses, and communicable diseases. (2.3.2.HCDM.3)

Activity: Use PebbleGoNext (Health: Diseases and Conditions) to introduce content. Discuss various conditions and illnesses (Covid-19, Influenza, etc.) and brainstorm ways to prevent, identify, and treat each condition. Click on the activities tab at the bottom of the page to access supplemental activities to deepen understanding.

Learning Target: Students will learn about our body's immune system. (2.3.2.HCDM.2, 2.3.2.HCDM.3)

Activity: Use PebbleGoNext (Health: The Human Body, Human Body Systems, The Immune System) to introduce content. Discuss how the immune system works and brainstorm variables that could affect how the immune system works. Click on the activities tab at the bottom of the page to access supplemental activities to deepen understanding.

Taught by Nurse:

Learning Target: Students will understand that puberty is a time of physical and emotional changes. Students will identify healthy habits and trusted adults to talk with if and when they have questions about puberty. (2.1.5.PGD.1, 2.1.5.PGD.2, 2.1.5.PGD.3, 2.1.5.PGD.4, 2.1.5.PGD.5, 2.1.5.PPD.1, 2.1.5.PPD.2)

Activity: Male students watch the *Always Changing and Growing Up- Boys Puberty Education Video* <https://www.youtube.com/watch?v=2XF0awGRTWs>

** This video and discussion will be addressed with only the boys through the school nurse or male designee.

4:00 into the video: The video provides an explanation for the changes in a man that physically enables him to be a father someday. About 11 minutes into the video, it explains that sperm fertilizes an egg to make a baby.

Pause the video at 11:14

Read the following statement: *"Families are made in various ways. Some children are adopted and in other situations a doctor can help parents create a family by fertilizing an egg outside the body and placing it into the individual."*

Continue playing the video.

Activity: Female students watch the *Always Changing and Growing Up- Girls Puberty Education Video* <https://www.youtube.com/watch?v=gV21b3ZpSLg>

** This video and discussion will be addressed with only the girls through the school nurse.

8:10 into the video: The video provides an explanation for why women menstruate and the reproductive system, how an egg is fertilized by male reproductive cell (sperm) which allows women, once they are an adult, to get pregnant.

Pause the video at 9:06



Read the following statement: *"Families are made in various ways. Some children are adopted and in other situations a doctor can help parents create a family by fertilizing an egg outside the body and placing it into the individual."*

Continue playing the video.

Resources:

- Reflection Journal
- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
 - [4theKids](#)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Advanced learners will be more independent and will benefit from elaboration activities such as research and planning. Define and explain what wellness means by incorporating key words from lessons such as wellness, nutrition, etc. Research what being well means and devise a wellness plan for fifth graders including balanced meals, mindfulness, exercise, and social awareness.
Struggling Learners	<ul style="list-style-type: none"> Struggling learners can benefit from chunking lessons into smaller portions and working in small groups with the teacher. Struggling learners may need more support in small group settings. They may also benefit from doing one lesson at a time WITH the teacher vs. independently.
English Language Learners	<ul style="list-style-type: none"> With assistance from the ESL teacher, teachers will focus on vocabulary building using images and definitions to help English learners. <div style="text-align: center;">  <p>Curiosity means _____.</p> </div> <div style="text-align: center;">  <p>Teamwork means _____.</p> </div>
Special Needs Learners	<ul style="list-style-type: none"> With assistance from monitoring ICR teachers utilize modifications noted in IEP in addition to sentence stems for each lesson in identifying the focus. <p>Curiosity is _____</p> <p>It is important to be curious because _____</p> <p>Teamwork is _____</p> <p>An example of teamwork can be when _____</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators

ELA

RI.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

L.VL.5.2. Determine or clarify the meaning of general unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
L.RF.5.4.A. Read grade-level text with purpose and understanding.
L.RF.5.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.AW.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.AW.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
W.AW.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.AW.5.1.D. Provide a conclusion related to the opinion presented.
W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
W.RW.5.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.
SL.PE.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.PE.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Integration of 21st Century Skills

Indicators:

Technology

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8.B.1 Synthesize and publish information about a local or global issue or event on a web-based shared hosted service.
8.1.8.D.1 Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
8.1.8.D.2 Summarize the application of fair use and creative commons.
8.1.8.D.3 Demonstrate how information may be biased on a controversial issue.
8.1.8.E.1 Gather and analyze findings to produce a possible solution for a content-related or real-world problem using data collection technology.

Topic: Alcohol, Tobacco, and Other Drugs**Description:**

It's important to understand that our own words and actions are not only about ourselves but affect others as well and that we must support other people when they struggle. Sometimes those struggles are emotional and sometimes they are physical. Learning about substance abuse is key and identifying signs, symptoms, and consequences. The "D.A.R.E. *keepin' it REAL*" elementary school program consists of ten 45-minute lessons that also include take-home family talk activities. The curriculum, designed based on the Socio-Emotional Learning Theory (SEL), identifies fundamental, basic skills and developmental processes needed for healthy development including: (1) self-awareness and management, (2) responsible decision making, (3) understanding others, (4) relationship and communication skills, and (5) handling responsibilities and challenges.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 1 Lesson. D.A.R.E. is spread out over the course of the school year in chunks courtesy of the Washington Township Police Department

Desired Results**New Jersey Student Learning Standard:****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.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.
- 2.3.5.ATD.1 Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- 2.3.5.ATD.2 Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- 2.3.5.ATD.3 Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
- 2.3.5.DSDT.1 Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
- 2.3.5.DSDT.2 Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.5.DSDT.3 Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- 2.3.5.DSDT.4 Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- 2.3.5.DSDT.5 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).

SEL:**Competencies**

- Recognize the impact of one's feelings and thoughts on one's own behavior.
- Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
- Develop, implement and model effective problem solving and critical thinking skills.
- Evaluate personal, ethical, safety and civic impact of decisions.

- Identify ways to resist inappropriate social pressure.
- Identify ways to resist inappropriate social pressure identify who, when, where, or how to seek help for oneself or others when needed.

Indicators: *Students will be able to...*

- Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 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.
- Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects.
- 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.

Understandings:

Students will understand that...

- Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.
- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.
- The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

Essential Questions:

- What does one do when faced with a choice involving alcohol, tobacco, and/or other drugs/ substances?
- What are the short- and long-term effects of substance abuse? How can it affect me?
- What are the consequences of substance abuse including legal, emotional, and physical?
- What are the signs and symptoms of a person abusing a substance and how does it impact their overall wellness?
- Where can I go to find help and support for either myself or another person that is struggling with substance abuse?

Assessment Evidence

Performance Tasks:

- Lesson 4: pages 9-12 in student workbook
Focus: Resistance Strategies and Responding to Pressure: Students are given a series of strategies and other situations to DEFINE, ASSESS, and RESPOND using those strategies.
- Lesson 5: pages 13-16 in student workbook
Focus: SIGNS of STRESS, What are some

Other Evidence:

- Discussion
- Written essay response
- Teacher observation and assessment
- Student workbook journal page 31-35 (D.A.R.E.)

<p>positive activities YOU enjoy? EVALUATING YOUR DECISION: Students are first led through physical and emotional signs of stress and then asked to draw a picture, write a poem or song about something they enjoy. Lastly, they cooperatively work together to evaluate decisions in various situations remembering to PAUSE and appropriately RESPOND.</p> <ul style="list-style-type: none"> • Lesson 9 pages 27-28 in student workbook Focus: D.A.R.E. word search and using D.A.R.E. Decision Making Model for safe ways to report possible bullying • “Drunk Goggles Assessment” – supplemental Office Gary Egizi uses special glasses and runs the student through a series of tests as an officer would for a Driving Under the Influence stop. Students are asked to: <ul style="list-style-type: none"> – Wear the goggles that distort vision – Walk a straight line – High five – Identify how many fingers Officer is holding – Identify colors Assessment – pass/fail; Students can follow the instruction, or they cannot. This correlates with Field Sobriety Tests. Students compare performing the tasks with and without the goggles. • Completion of Executive Functioning Activities 	
--	--

Benchmarks:

DARE Essay: (end of Lesson 7 page 23 in student workbook)

Students are asked to write a 5-paragraph essay outline, explaining, and elaborating on their DARE experience. They may use any resources necessary including their journal and activities. They must answer:

- What have I learned during D.A.R.E.
- How I have used the D.A.R.E. decision making model
- How I plan to use what I have learned to make safe and responsible choices.

Students must include a solid introduction, body, and conclusion.

Grade is based on District ELA Writing Rubric and Creativity in connecting to curriculum.

Learning Plan

Learning Activities

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Health Teacher Lessons:

Learning Target: Students will learn how to use a growth mindset in order to learn healthy coping strategies and how to make good choices. (2.1.5.PGD.1; 2.1.5.EH.1; 2.3.5.DSDT.3)

Activity: Students will identify and understand the importance of demonstrating a growth mindset in order to learn health coping strategies and gain self esteem using Pebble Go Next (Health; Mental Health; Growth Mindset). To deepen understanding, use the “Activities” at the bottom of the “Growth Mindset” topic.

Red Ribbon week activities will address the following standards:

- 2.3.5.DST.1 Differentiated between drug use, misuse, abuse, and prescription and illicit drugs
- 2.3.5.DST.2 Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug problem
- 2.3.5.DST.3 Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis productions, opioids, and other substances that can negatively impact health

D.A.R.E. – Keeping it REAL
WTPD Officer

Lesson 1: pages 1-2 in Student Workbook

Focus: D.A.R.E. RULES

D.A.R.E rules and what D.A.R.E. stands for. (Define, Assess, Respond, Evaluate)

Lesson 2: pages 3-6 in Student Workbook

Focus: Did you know? DEFINE the problem.

Students identify facts about alcohol and tobacco. Next, they are asked to define a problem and explain why it's important.

Lesson 3: pages 6-8 in Student Workbook

Focus: RISKY Situations, MAKING SAFE and RESPONSIBLE CHOICES

Students are provided scenarios and asked to DEFINE and ASSESS situations, evaluate positive and negative consequences to determine a solution.

Lesson 6: pages 17-20 in student workbook




Focus: COMMUNICATION STYLES, CONFIDENT COMMUNICATION, WHAT SHOULD THEY DO?

Students are led through various styles and ways of communicating and then asked to DEFINE, ASSESS, RESPOND, and EVALUATE each.

Resources:

- D.A.R.E. *Keeping it REAL*
- Class Notebook or Journal
- Completion of Executive Functioning Activities
 - [4theKids](http://4theKids.com)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>
- Daily Mindfulness Exercises

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Choose three positive character traits; Define them and apply to the importance of drug/ substance abuse awareness. How can building strong character traits help students remain strong and resist peer pressure. Create a poster showing your research.
Struggling Learners	<ul style="list-style-type: none"> Struggling learners can benefit from chunking lessons into smaller portions and working in small groups with the teacher. Struggling learners may need more support in small group settings. They may also benefit from doing one lesson at a time WITH the teacher vs. independently. These students also benefit from “front-loading” and having a vocabulary study guide ahead of time.
English Language Learners	<ul style="list-style-type: none"> Work with vocabulary and sentence building with English Language Learners. Providing visual cues and pictures to go along with vocabulary would be beneficial. <div style="text-align: center;">  <p>Bravery means _____.</p>  <p>Kindness means _____.</p>  <p>Perseverance means _____.</p> </div>
Special Needs Learners	<ul style="list-style-type: none"> With assistance from monitoring ICR teachers utilize modifications noted in IEP in addition to sentence stems for each lesson in identifying the focus. <p>Bravery means _____ and I can be brave by _____.</p> <p>Kindness means _____ and I can show kindness by _____.</p> <p>Perseverance means _____ and I can persevere when _____.</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

ELA

RI.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

L.VL.5.2. Determine or clarify the meaning of general unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.5.4.A. Read grade-level text with purpose and understanding.

L.RF.5.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.AW.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.AW.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

W.AW.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.AW.5.1.D. Provide a conclusion related to the opinion presented.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.

W.RW.5.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

SL.PE.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.PE.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Integration of 21st Century Skills

Indicators:

NJSLS

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event on a web-based shared hosted service.

8.1.8.D.1 Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

8.1.8.D.2 Summarize the application of fair use and creative commons.

8.1.8.D.3 Demonstrate how information may be biased on a controversial issue.

8.1.8.E.1 Gather and analyze findings to produce a possible solution for a content-related or real-world problem using data collection technology.

Topic: Family Life**Unit Description:**

In this unit students will further develop their self-management skills and ability to cope and express their emotions. Students will apply these practices and strategies to their daily lives. Students will discover their own identity as they explore healthy relationships and how to treat one another with mutual respect.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 5 Lessons

Desired Results**Standard(s):****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.
- 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.
- 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).
- 2.1.5.SSH.6 Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- 2.1.5.SSH.7 Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

SEL:**Competencies**

- Recognize the importance of self-confidence in handling daily tasks and challenges.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Identify the consequences associated with one's actions in order to make constructive choices.
- Evaluate personal, ethical, safety and civic impact of decisions.

Indicators: Students will be able to...

- Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- Identify different feelings and emotions that people may experience and how they might express these emotions.
- 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.
- Demonstrate ways to promote dignity and respect for all people.
- 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.


Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. • Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. • All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. • People in healthy relationships share thoughts and feelings, as well as mutual respect. 	Essential Questions: <ul style="list-style-type: none"> • What does a healthy relationship look like? • How can I help others when they struggle? • How can I handle challenging situations? • How do I treat people with respect?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Daily Mindfulness Exercises • Completion of Executive Functioning Activities 	Other Evidence: <ul style="list-style-type: none"> • Teacher Observation • Student Journaling • Various Cooperative assessments • Teacher Evaluation
Learning Plan	
Learning Activities: Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org , gonoodle.com (Flow and Empower Tools channels), mindyeti.com , and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.	
<p>Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.</p> <p>Health Teacher Lessons:</p> <p>Learning Target: Students will learn about self-compassion and analyze perspectives. (2.1.5.EH.1, 2.1.5.EH.3)</p> <p>Activity: Show the students the video Self Compassion Flocabulary to introduce the topic of self-compassion. As the students watch the video, have them think about how the song is a window or a mirror for them. A window is - what you see doesn't reflect your own experiences; It is a "window" into experiences and identities that are different from your own. A mirror is - what you see reflects some of your own experiences and identities; It is a "mirror" of some aspect of your own life. To deepen understanding, discuss if the song was a window, a mirror, or both? and Why?</p> <p>Learning Target: Students will describe empathy and identify two ways to be more empathetic in their daily lives. (2.1.5.EH.1, 2.1.5.EH.3, 2.1.5.EH.4, 2.1.5.SSH.3)</p> <p>Activity: Using Pebble Go Next (Health: Relationship Skills, Empathy), students will learn what empathy is and why it is an important characteristic to have to develop healthy relationships. Students will learn steps to take to help develop empathy. To deepen understanding, use the "Activities" at the bottom of the page called "Empathy Critical Thinking Questions" and the "Empathy Activity".</p>	

Learning Target: Students will learn about stress and how to self-manage their stress. (2.1.5.EH.1, 2.1.5.EH.3, 2.1.5.EH.4)

Activity: Using the video “What is Stress” <https://www.youtube.com/watch?v=gnrqG4BBsOA> , students will learn what stress is, how it can impact one’s health, and healthy ways to manage stress. To deepen understanding, as a class, review the “Discussion Questions” (Teacher’s Guide 3-5: Health Problems Series, “Stress” under Teacher’s Guide). Students will complete the “Taking Care of Yourself” worksheet.

Learning Target: Students will learn about mourning loss and how to make the grieving process less difficult. (2.1.5.EH.2)

Activity: Use the video read aloud of *The Tenth Good Thing About Barney* by: Judith Viorst

 The Tenth Good Thing About Barney by Judith Viorst retold by Bob , introduce the topic of mourning and loss. To deepen understanding, on chart paper, create a list titled "Ways to Feel Better When We Miss a Pet". Encourage students to suggest healthy coping strategies. Add teacher suggestions if needed (e.g., talking to a trusted adult, creating a memory book). Recap the importance of acknowledging feelings and using healthy coping strategies. Remind students that it's okay to feel sad and that healing takes time.

Learning Target: Students will learn how peer pressure can be both spoken and unspoken, and why it’s often extremely difficult to resist. (2.1.5.EH.1, 2.1.5.PGD.1, 2.3.5.DSDT.3)

Activity: Using Pebble Go Next (Health; Relationship Skills; Peer Pressure), students will learn what peer pressure is and how peer pressure can be positive or negative. Students will learn why it is hard to resist peer pressure and learn strategies to handle peer pressure. To deepen understanding, select “Activities” at the bottom of the “Peer Pressure” topic page.

Standard 2.1.5.EH.1, 2.1.5.EH.2, and 2.1.5.SSH.6 Lessons will be addressed by Guidance Counselor in the October and January guidance lessons.

Lesson Summary: learn skills to recognize and manage their own strong emotions in order to avoid negative consequences

Standard 2.1.5.EH.3 and 2.1.5.EH.4, and 2.1.5.SSH.7 Lessons will be addressed by Guidance Counselor in the October and November/December guidance lessons.

Lesson Summary: Define student ability to have empathy and express compassion for others. Define empathy and how each student has the power to understand others’ feelings, opinions and point of view

Standard 2.1.5.SSH.3 Lesson will be addressed by Guidance Counselor in the February/March guidance lessons.

Lesson Summary: Gain an understanding of diversity based on differences (e.g., race, ability, gender, etc.), increase understanding of presence and impact of social justice actions, know benefits of upstander and bystander behaviors when faced with prejudicial situations.

Resources:

- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
- [4thekids](https://www.4thekids.com/)
- <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Advanced learners will create a Powerpoint, Buncee, or Quizizz game to show understanding of these sensitive topics. Students will define puberty and provide a summary of their understanding. Advanced learners will also add in a graphic such as a Venn Diagram or T chart to compare and contrast boys and girls to better understand how adolescent development can affect individuals differently.
Struggling Learners	<ul style="list-style-type: none"> Struggling learners can benefit from chunking lessons into smaller portions and working in small groups with the teacher. Struggling learners may need more support in small group settings. They may also benefit from doing one lesson at a time WITH the teacher vs. independently. These topics are mature; students may benefit from watered down versions using sentence stems and templates. KidsHealth.org also has a “listen” feature. Articles can be accessed and read to students on devices such as laptops or iPads.
English Language Learners	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations. Frontload and immerse students in literacy and language experiences related to content. Introduce relevant vocabulary. Provide students with visual models, sentence stems, concrete objects, and hands-on materials. Students may create a drawing illustrating what stresses them and strategies on how to deal with their stress.
Special Needs Learners	<ul style="list-style-type: none"> Review student individual educational plan and/or 504 plans Allow text to speech or materials to be read orally when reading online articles Content from online articles can be imported into Microsoft OneNote, where students can use the Immersive Reader feature. Repeat and rephrase directions, as needed. Give handouts of possible scenarios to students and work in small groups when working on their role-playing project. Review list of healthy versus unhealthy ways to handle situations in small groups.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

ASCA (American School Counselor Association) Mindsets and Behaviors

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SMS 9. Demonstrate personal safety skills

B-SS 4. Demonstrate empathy

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.

B-SS 2. Create positive and supportive relationships with other students

B-SMS 1. Demonstrate ability to assume responsibility

B-SMS 2. Demonstrate self-discipline and self-control

B-SS 5. Demonstrate ethical decision-making and social responsibility

ELA

RI.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

L.VL.5.2. Determine or clarify the meaning of general unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.5.4.A. Read grade-level text with purpose and understanding.

L.RF.5.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.AW.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.AW.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

W.AW.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.AW.5.1.D. Provide a conclusion related to the opinion presented.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.

W.RW.5.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

SL.PE.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.PE.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Indicators:**NJSLS**

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event on a web-based shared hosted service.

8.1.8.D.1 Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

8.1.8.D.2 Summarize the application of fair use and creative commons.

8.1.8.D.3 Demonstrate how information may be biased on a controversial issue.

8.1.8.E.1 Gather and analyze findings to produce a possible solution for a content-related or real-world problem using data collection technology.

Topic: Community Health Skills

Description: This topic deals with various ways of staying physically and emotionally safe. Students learn how to treat others with respect and accept other people's differences.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 4 Lessons

Desired Results**Standard(s):****Health:**

- 2.1.5.CHSS.1 Identify health services and resources available and determine how each can assist in addressing needs and emergencies in a school and in the community.
- 2.1.5.SSH.1 Describe gender-role stereotypes and their potential impact on self and others.
- 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).
- 2.1.5.SSH.7 Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- 2.3.5.PS.1 Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2 Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- 2.3.5.PS.4 Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.5 Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- 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.

SEL:**Competencies**

- Recognize one's personal traits, strengths, and limitations.
- Recognize the skills needed to establish and achieve personal and educational goals.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.
- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
- Identify who, when, where, or how to seek help for oneself or others when needed.

Indicators: *Students will be able to...*

- Identify health services and resources available and determine how each can assist in addressing needs and emergencies in a school and in the community.
- Describe gender-role stereotypes and their potential impact on self and others.
- Demonstrate ways to promote dignity and respect for all people.
- Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.

- 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.
- Develop strategies to reduce the risk of injuries at home, school, and in the community.
- Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke.
- Develop strategies to safely communicate through digital media with respect.
- Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

Understandings:

Students will understand that...

- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.
- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment.

Essential Questions:

- How do I communicate the need for help?
- How can I use my gifts and talents to support healthy emotional development and relationships?
- How can I make others feel accepted and welcome?
- Why should I analyze my values and participate in community activities to help others?
- How can I clearly understand and summarize common causes of intentional and unintentional risk of injuries at home, school, or in my community?
- How do social and emotional development affect my overall well-being?
- How can I be responsible and resist peer pressure?

Assessment Evidence

Performance Tasks:

- Daily Mindfulness Exercises
- D.A.R.E. Journal
- Completion of Executive Functioning Activities

Other Evidence:

- Teacher Observation
- Student Journaling
- Various Cooperative assessments
- Teacher Evaluation

Learning Plan

Learning Activities

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Health Teacher Lessons:

Learning Target: Students will explain how gender stereotypes shape our experiences online. (2.1.5.SSH.1)

Activity: Complete the "Beyond Gender Stereotypes" lesson. (In Resources folder) Facilitate a discussion using the presentation slides. Students will describe how gender stereotypes can lead to unfair bias and create an avatar and poem that shows how gender stereotypes affect who you are using the supporting resource activity documents.

Learning Target: Students will explore various health services and resources available within their community and learn how they can help address health and medical needs. (2.1.5.CHSS.1)

Activity: Use PebbleGoNext (Health: Healthcare Workers) to introduce content related to health services available to address health needs. Use the Activities tab at the bottom to deepen understanding of content. Another resource is KidsHealth (For Kids: People, Places, Things That Help).

Learning Target: Students will explore how to cope with intense emotions and identify strategies to use in our daily lives. (2.1.5.CHSS.3)

Activity: Use KidsHealth (Kids: Relax and Unwind, Stress) to introduce content relating to stress and finding ways to manage stress and anxiety. Use the “More on this topic” box to the right to explore more aspects of managing stress and to deepen understanding. Additional activities can be found in PebbleGoNext (Health, Mental Health).

Learning Target: Students will learn about online and social media platforms (2.3.5.PS.4)

Activity: View video “**Social Media**” on YouTube at the following link:

<https://www.youtube.com/watch?v=L-7TyKum14>. After watching the video, use PebbleGoNext (Social Studies: Technology and Society, Social Networking Revolution, Connection and Activism, What is social media/networking?) to deepen understanding and use the “Activities” tab at the bottom for additional content.

WTFD Safety Awareness Assembly will address the following standards:

2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

Standard 2.1.5.CHSS.1 Lesson will be addressed by the school counselor in the January Guidance Lessons. Lesson Summary: Understand the school counselor is a source of support for social emotional needs and to gain an understanding of identified skills for learning

D.A.R.E. – Keeping it REAL

WTPD Officer

Lesson 7 pages 21-22 in student workbook

Focus: Communicating EFFECTIVELY

Activities: Students are given further situations to DEFINE, ASSESS, RESPOND, and EVALUATE

Lesson 8 pages 24-26 in student workbook

Focus: The 5 W's of and RESPONSIBLE Reporting of Bullying

Activities: Students reflect and identify the 5 W's and analyze a series of situations related to possible bullying situations.

Lesson 10 pages 29-30 in student workbook

Focus: Needing HELP and MY HELP NETWORK

Activities: Students identify a situation and analyze then use the graphic organizer to create a network.

Resources:

- Daily Mindfulness Exercises
- DARE: Keeping it Real Workbook
- Completion of Executive Functioning Activities
 - 4theKids
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>
- Journal or Notebook

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Using the characteristic of leadership, advanced learners will research a person of his/her choice who embodies the qualities of a good leader. What is it about the person that demonstrates humble leadership? Research someone in history who does NOT display qualities of a good leader but was in charge. Contrast how they both affected the world or community they influenced. Students may make a presentation board, poster or other visual representation.
Struggling Learners	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations. Frontload and immerse students in literacy and language experiences related to content. Introduce relevant vocabulary. Provide students with visual models, sentence stems, concrete objects, and hands-on materials.
English Language Learners	<ul style="list-style-type: none"> Review student individual educational plan and/or 504 plans Allow text to speech or materials to be read orally when reading online articles Content from online articles can be imported into Microsoft OneNote, where students can use the Immersive Reader feature. Repeat and rephrase directions, as needed. Give handouts of possible scenarios to students and work in small groups when working on their role-playing project. Review list of healthy versus unhealthy ways to handle situations in small group.
Special Needs Learners	<ul style="list-style-type: none"> With assistance from monitoring ICR teachers utilize modifications noted in IEP in addition to sentence stems for each lesson in identifying the focus. <p>Fairness means _____ and I can be fair by _____.</p> <p>Purpose means _____ and my purpose is _____.</p> <p>Leadership means _____ and I can lead others by _____.</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Health Standards Taught in other Curricula

Indicators:

2.3.5.PS.4 – Develop strategies to safely communicate through digital media with respect.
(Taught in digital literacy)

Interdisciplinary Connections

Indicators:

ASCA (American School Counselor Association) Mindsets and Behaviors

B-SMS 1. Demonstrate ability to assume responsibility.

B-SMS 2. Demonstrate self-discipline and self-control.

B-SS 9. Demonstrate social maturity & behaviors appropriate to the situation & environment.

ELA

RI.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

L.VL.5.2. Determine or clarify the meaning of general unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.5.4.A. Read grade-level text with purpose and understanding.

L.RF.5.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.AW.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.AW.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

W.AW.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.AW.5.1.D. Provide a conclusion related to the opinion presented.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.

W.RW.5.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.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.

SL.PE.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.PE.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Integration of 21st Century Skills

Indicators:**Standards**

New Jersey Student Learning Standards - Technology

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event on a web-based shared hosted service.

8.1.8.D.1 Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

8.1.8.D.2 Summarize the application of fair use and creative commons.

8.1.8.D.3 Demonstrate how information may be biased on a controversial issue.

8.1.8.E.1 Gather and analyze findings to produce a possible solution for a content-related or real-world problem using data collection technology.

Appendix A Supplemental Lessons

Supplemental Lessons: Supplemental materials are listed below for use during additional lesson times if needed. Activities are listed in the choice board link and sample resources are listed below.

[5th Grade Choice Board](#)

Fifth Grade: All

"Wonder" by R.J. Palacio (Respect, Caring)

"The One and Only Ivan" by Katherine Applegate (Responsibility, Caring)

"Number the Stars" by Lois Lowry (Citizenship, Responsibility)

"Esperanza Rising" by Pam Muñoz Ryan (Responsibility, Respect)

"A Long Walk to Water" by Linda Sue Park (Citizenship, Responsibility)

"The Giver" by Lois Lowry (Citizenship, Responsibility)

"Fish in a Tree" by Lynda Mullaly Hunt (Respect, Caring)

"Front Desk" by Kelly Yang (Citizenship, Respect)

"Wishtree" by Katherine Applegate (Caring, Respect)

"The Boy Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer (Responsibility, Citizenship)

"Refugee" by Alan Gratz (Citizenship, Caring)

"Harbor Me" by Jacqueline Woodson (Respect, Caring)

"The Miscalculations of Lightning Girl" by Stacy McAnulty (Respect, Responsibility)

"Amal Unbound" by Aisha Saeed (Responsibility, Citizenship)

"The Bridge Home" by Padma Venkatraman (Caring, Responsibility)

"Save Me a Seat" by Sarah Weeks and Gita Varadarajan (Respect, Caring)

"The Breadwinner" by Deborah Ellis (Responsibility, Citizenship)

"The Fourteenth Goldfish" by Jennifer L. Holm (Responsibility, Citizenship)

"Out of My Mind" by Sharon M. Draper (Respect, Caring)

"The War That Saved My Life" by Kimberly Brubaker Bradley (Responsibility, Caring)