Washington Township School District

Course Title:	Health and Wellness

Grade Level(s):	Fifth Grade

Duration:	*Full Year:*	**X**	*Semester:*		*Marking Period:*	
Course Description:	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. This curriculum is broken into four overarching topics rather than units to cover a vast array of standards and social emotional learning competencies.					
Grading Procedures:	C= Consistently, U= Usually, O= Occasionally, R= Rarely					
Primary Resources:	• Positivity Project • Nearpod – Social Emotional Learning • Mindfulschools.org shared resources • Literature and videos for discussion • BrainPOP Videos, Activities, and discussion questions • 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:	Therese Colligan

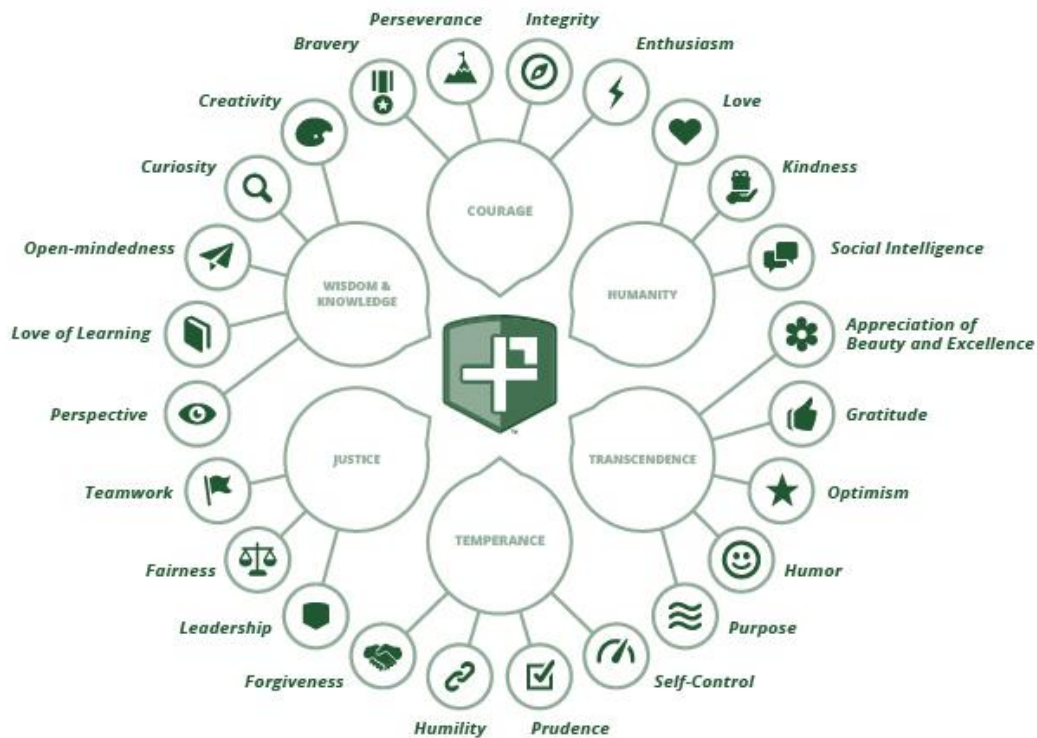|	
Under the Direction of:	Gretchen Gerber & Christine Gehringer

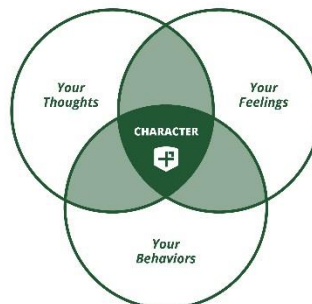|	
Written:	June 2019
Revised:	2022
BOE Approval:	

The *Positivity Project* focuses on 24-character strengths, taught in grades K-5.   Each 15-minute differentiated lesson focuses on a particular strength using Google slides to guide lesson activities. Lessons are aligned with the New Jersey SEL Competencies. Consistently teaching, reflecting and discussing the character strengths enhances students' self- awareness and self-confidence, understanding and appreciation of others and interpersonal relationships.

CHARACTER STRENGTHS AND VIRTUES

(Peterson and Seligman, 2004)

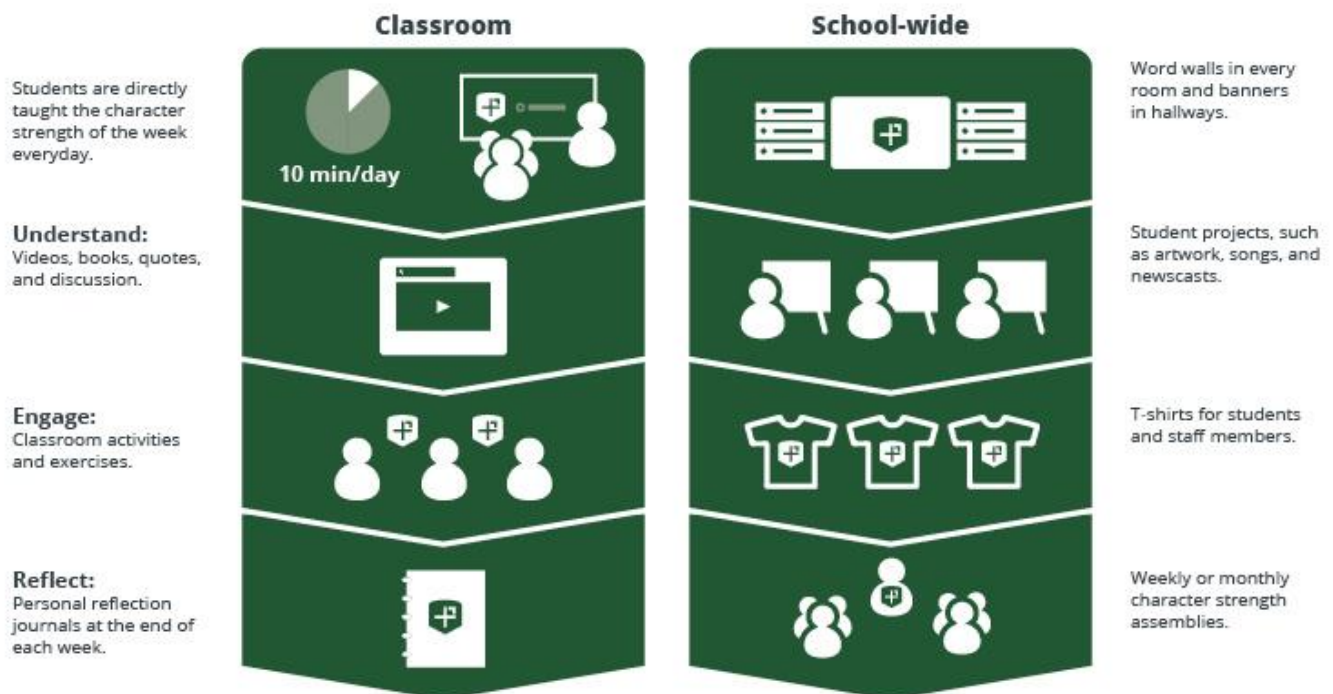## POSITIVE PSYCHOLOGY'S FOUR PILLARS

1	2	3	4
Character Strengths	Positive Relationships	Positive Experiences	Positive Institutions

#OtherPeopleMatter

posproject.org | Design by Rule29 Creative
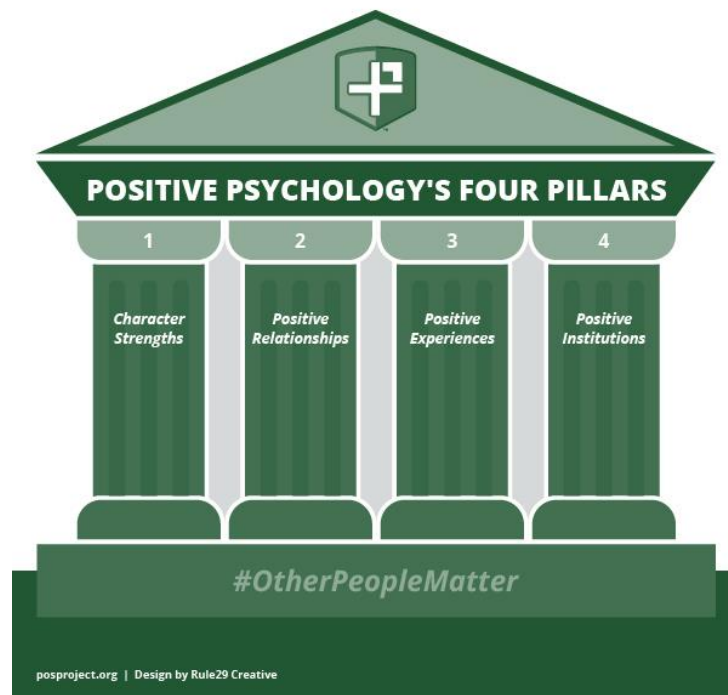
CONSISTENCY OF VOCABULARY AND CONCEPTS

Classroom

Students are directly taught the character strength of the week everyday.

10 min/day

Understand: Videos, books, quotes, and discussion.

Engage: Classroom activities and exercises.

Reflect: Personal reflection journals at the end of each week.

School-wide

Word walls in every room and banners in hallways.

Student projects, such as artwork, songs, and newscasts.

T-shirts for students and staff members.

Weekly or monthly character strength assemblies.

Theorists as far back as Aristotle argued that virtue is the product of habitual action. One-shot positive psychology interventions can probably jump-start the process, but only sustained practice will make changes permanent.

— Dr. Chris Peterson

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.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- 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

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

August 2017

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.

Title: Topic 1 Personal Growth and Wellness/Nutrition

Description:
Students will develop an understanding that 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 that, making healthful nutrition choices, understanding disease prevention, and physical activity are key. Students will learn about changes in their bodies and emotions and how it can impact themselves and relationships.

Weekly Positivity Project lessons will impower students to build strong relationships by recognizing the character strengths in themselves and others.
Daily Mindfulness (Understand and practice strategies for managing one' own emotions, thoughts, and behaviors)

Unit Duration: approximately one marking period, but some lessons may occur at other times during the school year.

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 infection 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 infection diseases and conditions (e.g., Lyme Disease, influenza)

Understandings:	Essential Questions:

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.
	• 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:	Other Evidence:
• Nearpod Digital Activities • Daily Mindfulness Exercises • Positivity Project Activities • BrainPOP Activities	• 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; gonoodle.com (Flow and Empower Tools channels), mindyeti.com, Nearpod library, and activities provided during district Mindfulness PD sessions.
Required daily mindfulness activities should be approximately 5-10 minutes in duration. These minutes are in addition to the 22 required minutes a day for Health/PE.

Teachers will use a combination of the Positivity Project Slides (slides for the week can be combined to two a day), BrainPOP videos, and Nearpod activities along with outdoor class activities to complete the health curriculum each week.

Lessons:

Learning Target: Students will understand how building social emotional skills improve our lives. Students will be able to explain the value of mindfulness and meditation exercises and practice applying these exercises with classmates.
Activity: View Nearpod video "**Mindfulness and Meditation**" While watching the video answer the discussion questions. These can be whole class, small group, or partner discussions.
https://share.nearpod.com/vsph/1HL2oho7RI

Learning Target: Students will learn the importance of sleep and explore ways to help them sleep better. Students will practice self-care by developing a healthy sleep schedule.
Activity: Activity: View Nearpod video "**The importance of Sleep**" While watching the video answer the discussion questions. These can be whole class, small group, or partner discussions.
https://nearpod.com/libraries/21608/preview/the-importance-of-sleep-L53245614

Learning Target: Students will learn about Lyme Disease
Activity: View BrainPOP video "**Lyme Disease**" After watching the video click on the links to demonstrate understanding of how transmitted, identified, and treated.

Learning Target: Students will learn about our body's immune system
Activity: View BrainPOP video "**Immune System**" After watching the video click on the links to demonstrate understanding of pathogens that cause us to get sick and relationship between our immune system and germs.

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.
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:
- Nearpod Digital Activities
- BrainPOP Video and Activities
- Positivity Project Slideshows/Activities
- Reflection Journal
- Daily Mindfulness Exercises
- *Additional NearPod Lessons found in the Social & Emotional Learning Library*

Unit Modifications for Special Population Students	
Advanced Learners	- 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 lesson 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	- Struggling learners can benefit from chunking lessons into smaller portions and working in small groups with the teacher. - Positivity Project is broken into several lessons per topic. 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	With assistance from the ESL teacher, teachers will focus on vocabulary building using images and definitions to help English learners. Curiosity means _____. Teamwork means _____
Special Needs Learners	With assistance from monitoring ICR teachers utilize modifications noted in IEP in addition to sentence stems for each lesson in identifying the focus. Curiosity is _____ It is important to be curious because_____ Teamwork is _____ An example of teamwork can be when _____
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.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3.A. 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.

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

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.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.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.5.1.D. Provide a conclusion related to the opinion presented.
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (grade-specific expectations for writing types are defined in standards 1-3 above).
W.5.5. 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.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
SL.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.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.

Title: Topic 2 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 sometime 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.

Weekly Positivity Project lessons will impower students to build strong relationships by recognizing the character strengths in themselves and others.
Daily Mindfulness (Understand and practice strategies for managing one' own emotions, thoughts, and behaviors)

Unit Duration: approximately one marking period. 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:	**Essential Questions:**
Students will understand that… • Resiliency 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.	• What does one do with 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 including legal, emotional, and physical of substance abuse? • 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 I support for either myself or another person that is struggling with substance abuse?

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• 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	• Discussion • Written essay response • Teacher observation and assessment • Student workbook journal page 31-35 (D.A.R.E.) • Positivity Project Journaling

positive activities YOU enjoy? EVALUATING YOUR DECISION: Students are first lead through physical and emotions 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. • 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: − 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 to performing the tasks without the goggles.	

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; gonoodle.com (Flow and Empower Tools channels), mindyeti.com, Nearpod library, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration. These minutes are in addition to the 22 required minutes a day for Health/PE.

Teachers will use a combination of the Positivity Project Slides (slides for the week can be combined to two a day), BrainPOP videos, and Nearpod activities along with outdoor class activities to complete the health curriculum each week.

Lessons:

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

Learning Target: Students will learn how to use healthy coping strategies.
Activity: View the Nearpod "**Emotional Wellness***"* While watching the video answer the discussion questions. This can be done whole class, small group, or partner discussions.
https://share.nearpod.com/DuWobrDuhU

Learning Target: Students will explore ways to cultivate mindfulness and be more present and practice qualities of mindfulness. Students will begin to internalize mindfulness as a quality to embody in daily lives and promote positive, safe learning culture in our school.
Activity: View the Nearpod "**Mindfulness Superpower***"* While watching the video answer the discussion questions. This can be done whole class, small group, or partner discussions.
https://share.nearpod.com/C38yPkHKJT

Resources:
- D.A.R.E. *Keeping it REAL*
- Class Notebook or Journal
- Positivity Project Slideshows/Activities
- Nearpod Digital Activities
- Daily Mindfulness Exercises

Unit Modifications for Special Population Students	
Advanced Learners	• Choose three of the Positivity Project 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	• Struggling learners can benefit from chunking lessons into smaller portions and working in small groups with the teacher. • Positivity Project is broken into several lessons per topic. 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 vocabulary study guide ahead of time.
English Language Learners	• Work with vocabulary and sentence building with English Language Learners. Providing visual cues and pictures to go along with vocabulary would be beneficial Bravery means _____. Kindness means _____. Perseverance means _____.
Special Needs Learners	• With assistance from monitoring ICR teachers utilize modifications noted in IEP in addition to sentence stems for each lesson in identifying the focus. Bravery means_____ and I can be brave by _____. Kindness means _____ and I can show kindness by _____. Perseverance means _____ and I can persevere when _____.
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.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

o RF.5.3.A. 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.

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

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

RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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

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

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

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

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

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (grade-specific expectations for writing types are defined in standards 1-3 above).

W.5.5. 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.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

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

SL.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.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.

Title: Topic 3 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 treating one another with mutual respect.

Weekly Positivity Project lessons will impower students to build strong relationships by recognizing the character strengths in themselves and others.
Daily Mindfulness (Understand and practice strategies for managing one' own emotions, thoughts, and behaviors)

Unit Duration: approximately one marking period; some lessons occur at various times during the school year.

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:	Essential Questions:
Students will understand that…	• What does a healthy relationship look like?
• Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.	• How can I help others when they struggle?
• Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	• How can I handle challenging situations?
• All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	• How do I treat people with respect?
• People in healthy relationships share thoughts and feelings, as well as mutual respect.	

Assessment Evidence

Performance Tasks:	Other Evidence:
• Daily Mindfulness Exercises	• Teacher Observation
• Positivity Project Activities	• Student Journaling
• BrainPOP Activities	• Various Cooperative assessments
• Nearpod Activities	• 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. These minutes are in addition to the 22 required minutes a day for Health/PE.

Teachers will use a combination of the Positivity Project Slides (slides for the week can be combined to two a day), BrainPOP videos, and Nearpod activities along with outdoor class activities to complete the health curriculum each week.

Lessons:

Learning Target: Students will learn about self-compassion and analyze perspectives.
Activity: View the Nearpod "**Perspective Analysis- Self-Compassion: Windows and Mirrors***"* While watching the video answer the discussion questions. This can be done whole class, small group, or partner discussions.
https://nearpod.com/t/life-skills/8th/selfcompassion-grades-28-L59480009

Learning Target: Students will consider identity, culture in stories, and evaluate the diversity of characters in a book.
Activity: View the Nearpod "**Discovering My Identity***"* While watching the video answer the discussion questions. This can be done whole class, small group, or partner discussions.
https://nearpod.com/t/life-skills/3rd/discovering-my-identity-L37167933

Learning Target: Students will describe empathy and identify two ways to be more empathetic in their daily lives.
Activity: View the Nearpod "**Developing Empathy***" While watching the video answer the discussion questions. This can be done whole class, small group, or partner discussions.
https://nearpod.com/t/life-skills/3rd/developing-empathy-L37168267

Learning Target: Students will learn about stress and how to self-manage their stress.
Activity: View BrainPOP video "**Stress**" After watching the video click on the links to demonstrate understanding of the psychology and biology of stress as they learn techniques for reducing stress and keeping it under control.

Learning Target: Students will learn mourning loss and how to make the grieving process less difficult.
Activity: View BrainPOP video "**Mourning**" After watching the video click on the links to demonstrate understanding of the variety of ways in which people mourn and how they can comfort others when they are mourning.

Learning Target: Students will learn how peer pressure can be both spoken and unspoken, and why it's often extremely difficult to resist.
Activity: View BrainPOP video "**Peer Pressure**" After watching the video click on the links to demonstrate understanding of the strategies for navigating tricky situations and maintaining relationships without engaging in behaviors that make one feel uncomfortable.

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:
- Positivity Project Slideshows/Activities
- Nearpod Digital Activities
- Daily Mindfulness Exercises
- BrainPOP Video and Activities

Unit Modifications for Special Population Students	
Advanced Learners	• Advanced learners will create a power point, Buncee, or Quizizz game to show understanding of these sensitive topics. • They will define puberty, relationship and provide a summary of their understanding. • They will also add in a graphic such as Venn Diagram or T chart to compare and contrast boys and girls to better understand how adolescent development can affect someone.
Struggling Learners	• Struggling learners can benefit from chunking lessons into smaller portions and working in small groups with the teacher. • Positivity Project is broken into several lessons per topic. 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	• Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. • Students may draw what stresses them and strategies on how to deal with their stresses
Special Needs Learners	• 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 onto Microsoft OneNote, where students can use the Immersive Reader feature • Repeat and rephrase directions, as needed • Give handout of possible scenarios to students and work in small groups when working on their role-playing project • Review list of healthy versus non healthy ways to handle situations in small group
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.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3.A. 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.

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

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

RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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

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

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

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

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

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (grade-specific expectations for writing types are defined in standards 1-3 above).

W.5.5. 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.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

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

SL.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.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.

Title: Topic 4 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 accepting other people's differences.

Weekly Positivity Project lessons will impower students to build strong relationships by recognizing the character strengths in themselves and others.
Daily Mindfulness (Understand and practice strategies for managing one' own emotions, thoughts, and behaviors)

Unit Duration: approximately one marking period but some lessons may be done at other times during the school year.

Desired Results

Standard(s):
Health:
- 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.
- 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 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:	Essential Questions:
Students will understand that…	• How do I communicate the need for help?
• Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	• How can I use my gifts and talents to support healthy emotional development and relationships?
• All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	• How can I make others feel accepted and welcome?
• 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.	• Why should I analyze my values and participate in community activities to help others?
• People in healthy relationships share thoughts and feelings, as well as mutual respect.	• How can I clearly understand and summarize common causes of intentional and unintentional risk of injuries at home, school, or in my community?
• Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	• How do social and emotional development affect my overall well-being?
• There are strategies that individuals can use to communicate safely in an online environment.	• How can I be responsible and resist peer pressure?

Assessment Evidence

Performance Tasks:	Other Evidence:
• Nearpod Digital Activities	• Teacher Observation
• Daily Mindfulness Exercises	• Student Journaling
• Positivity Project Activities	• Various Cooperative assessments
• BrainPOP Activities	• Teacher Evaluation
• D.A.R.E. Journal	

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. These minutes are in addition to the 22 required minutes a day for Health/PE.

Teachers will use a combination of the Positivity Project Slides (slides for the week can be combined to two a day), BrainPOP videos, and Nearpod activities along with outdoor class activities to complete the health curriculum each week.

Lessons:

Learning Target: Students will explore how to use mindfulness to cope with intense emotions and identify those qualities of mindfulness to embody in daily lives.
Activity: View the Nearpod **"Let's Breathe Out"** While watching the video answer the discussion questions. This can be whole class, small group, or partner discussions.
https://share.nearpod.com/AbtoxnacYK

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

Learning Target: Students will explain how gender stereotypes shape our experiences online.
Activity: View Nearpod "**Beyond Gender Stereotypes**" While watching the video answer discussion questions, describe how gender stereotypes can lead to unfair bias and create an avatar and poem that shows how gender stereotypes affect who you are.
https://app.nearpod.com/?pin=27EABA48B79EB45D5EAC0B828E584A12-1

Learning Target: Students will recognize similarities and differences between in person bullying, cyberbullying, and being mean.
Activity: View the Nearpod "**What's Cyberbullying?**" While watching the video answer the discussion questions. This can be done whole class, small group, or partner discussions.
https://nearpod.com/library/preview/whats-cyberbullying-L40357480

Learning Target: Students will learn about online and social media platforms
Activity: View BrainPOP video "**Social Media**" After watching the video click on the links to demonstrate understanding of the strategies for wisely using online and social platforms when posting and sharing information.

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 5W'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:
- Positivity Project Slideshows/Activities
- Nearpod Digital Activities
- Daily Mindfulness Exercises
- DARE: Keeping it Real Workbook
- Journal or Notebook
- *Additional Nearpod Lessons found in the Social & Emotional Learning Library*

Unit Modifications for Special Population Students	
Advanced Learners	• Using the characteristic of leadership, advanced learners will research a person of his/her choice who embodies the qualities outlined in Positivity Project 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	• Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. •
English Language Learners	• 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 onto Microsoft OneNote, where students can use the Immersive Reader feature • Repeat and rephrase directions, as needed • Give handout of possible scenarios to students and work in small groups when working on their role-playing project • Review list of healthy versus non healthy ways to handle situations in small group
Special Needs Learners	• With assistance from monitoring ICR teachers utilize modifications noted in IEP in addition to sentence stems for each lesson in identifying the focus. Fairness means_____ and I can be fair by _____. Purpose means _____ and my purpose is_____. Leadership means _____ and I can lead others by _____.
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

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.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.A. 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.
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.A. Read grade-level text with purpose and understanding.
RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.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.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.5.1.D. Provide a conclusion related to the opinion presented.
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (grade-specific expectations for writing types are defined in standards 1-3 above).
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W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
SL.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.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.