



Department of Health and Physical Education

# Health Curriculum

## Grade 5

September 2022

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**Effective Date:** September 2022

Health Education is an integral part of the total education of every child from kindergarten through grade 12. Health Education instruction provides a positive impact that can help students achieve in all curricular areas. Through this curriculum, students will focus on wellness, decision-making and refusal skills, as well as, participate in alcohol, tobacco and drug education.

The health education curriculum, written to the New Jersey Student Learning Standards, addresses various components of health education instruction that build from year to year. Each curricular unit includes interdisciplinary and technology connections to bridge learning in various content areas. While some of the skills are repeated at various grade levels, the content grows and addresses the students' needs at each level.

## Grade 5

### Scope and Sequence

	<p><b><u>Nurse-Led Lesson: Human Development (puberty)</u></b></p> <p><i>A puberty lesson will be taught by the school nurse. It can be taught at any time during the year. A letter will be sent to parents informing them on the lesson and when it will take place.</i></p> <p><i>The following standards are covered during the puberty lesson:</i></p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>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.</p> <p>2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, mood swings, timing of pubertal onset).</p> <p>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.</p> <ul style="list-style-type: none"> <li>• 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.</li> <li>• 2.1.5.PGD.2: Explain the range of ways pregnancy can occur.</li> </ul>	
	<b>Competent Kids Caring Communities (CKCC)</b>	<b>Healthy Lifestyle Choices (HLC) Unit/ Outside Resources</b>
September	<p><b><u>Unit 1: Basic Tools for a Good School Year</u></b></p> <p>Lesson 1: Organizing our Belongings and Our Time</p> <p>Lesson 2: Pay Attention to Attention: We're On-track</p> <p>Lesson 3: We are Goal Setters</p> <p>Lesson 4: Solving Problems: The ABCDE Plan</p> <p>Lesson 5: Getting the Information In: Study Strategies</p>	<p><b><u>Unit 1: Life Skills</u></b></p> <p>Lesson 1: Self-Image</p> <p>Lesson 2: Verbal &amp; Nonverbal Communication</p>
October	<p><b><u>Unit 2: Building a Caring Community of Mindful Learners</u></b></p> <p>Lesson 6: An Inventory of My Learning Style</p> <p>Lesson 7: There Are Many Ways to Be Smart: I Am Unique</p> <p>Lesson 8: Acceptance and Tolerance: Our Uniqueness</p> <p>Lesson 9: C.A.R.E.</p> <p>Lesson 10: Ripple Makers of Kindness</p>	<p><b><u>Counselor-Led Heath Lesson- Avoiding Stereotypes. Including Gender Stereotypes</u></b> <i>(Gender Identity and Sexual Orientation discussed in this lesson.)</i></p>
November	<p><b><u>Unit 5: Shaming, Blaming, and Teasing</u></b></p> <p>Lesson 18: Perspective-Taking: Someone Else's Shoes</p> <p>Lesson 19: The Shame-Blame Game</p> <p>Lesson 20: Bullying: A Lose-Lose Situation</p> <p>Lesson 21: No More Teasing" (2 lessons)</p>	
December	<p><b><u>Unit 4: Anger and Conflict Management</u></b></p> <p>Lesson 14: Anger</p> <p>Lesson 15: Rewinds</p> <p>Lesson 16: Resolving Conflict: STAR Power</p> <p>Lesson 17: Moving Past Anger: Forgiveness</p>	<p><b>Optional: Connect to HLC Unit 2: Conflict Resolution if needed</b></p>
January	<p><b><u>Unit 3: Strengthening Self-Efficacy</u></b></p> <p>Lesson 11: Voices of Encouragement and Discouragement</p> <p>Lesson 12: Helper and Robber Thoughts</p> <p>Lesson 13: Asserting Ourselves Using "I-Messages"</p>	<p><b><u>Unit 3: Nutrition</u></b></p> <p>Lesson 1: The "Big Six"</p> <p>Lesson 2: Fruits &amp; Veggies</p> <p>Lesson 3: Healthy Snacks</p> <p>Lesson 4: Energy Imbalance</p>
February	<p><b><u>Unit 6: Stress and You</u></b></p> <p>Lesson 22: Stressing Stress: What is It?</p> <p>Lesson 23: Stress: How Do You Measure Up?</p> <p>Lesson 24: Worry</p> <p>Lesson 25: Relax (taught throughout the CKCC course)</p> <p><b>Nurse-led Puberty Lesson</b> <i>(can be taught at any time)</i></p>	
March/April	<p><b><u>Unit 7: Responsible Decision-Making</u></b></p> <p>Lesson 26: Unique Decision Makers</p> <p>Lesson 27: The Decision-Making Toolbox</p> <p>Lesson 28: Cycles of Behavior</p>	<p><b><u>Unit 6: Fitness</u></b></p> <p>Lesson 1: Stay in Balance</p> <p>Lesson 2: Physical Activity</p> <p>Lesson 3: Obesity Prevention</p>

	Lesson 29: Taking Responsibility for Our Actions	Lesson 4: Fitness is Fun
May	<a href="#">Unit 8: Reviewing and Celebrating</a> Lesson 30: Reviewing and Remembering Lesson 31: Moving Up to 6th Grade Lesson 32: <i>Competent Kids</i> Board Game Lesson 33: Multicultural Celebration	<a href="#">Unit 4: Substance Abuse Prevention</a> Lesson 1: Caffeine Lesson 2: Alcohol Lesson 3: Cigarettes Aren't Cool Lesson 4: Media Influence on Tobacco
June	Revisit previous CKCC concepts	<a href="#">Unit 5: Safety</a> Lesson 1: Preventing Injuries Lesson 2: Preventing Sports Injuries Lesson 3: Biking & Skating Safety Lesson 4: Car Safety
Varies	<a href="#">Nurse-Led Health Lesson- Grade 5</a> This lesson happens once during the second grade year. Time of the year may vary based on the nurse's schedule.	

# September

## CKCC Unit 1 (Lessons 1-5)

### Basic Tools For a Good School Year

#### Summary and Rationale

In this unit, students will learn some of the skills they need in order to be successful in school. A sense of community in school has been linked to several positive academic outcomes. These include a positive attitude toward school, the motivation to learn and succeed, a good attendance record and grades, high scores on standardized tests, and the development of social, emotional, and other cognitive skills that are important for academic achievement. Students who are motivated and perform well are more likely to enjoy their school experience, which means that your job becomes a bit easier and more enjoyable.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental 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.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.CHSS.3

Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

##### Interdisciplinary Connections

Standard x.x

RL.5.11

Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.

W.5.1

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

W.5.2

Write information/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<p>Getting organized is an essential skill both in school and in life. Managing time is an important step to getting organized.</p> <p>The ability to pay attention is one of the most important skills that a student can have at school in order to store information in our memory.</p> <p>Goal-setting helps us identify what we want to achieve and provides motivation and direction for achievement.</p> <p>A problem is an opportunity to practice problem-solving skills. Problems must be defined before they can be solved. A Problem-Solving Plan is useful in helping people to solve problems.</p> <p>Study skills include methods for taking in and organizing information, managing time, and improving memory, all of which can be learned. Knowing what kind of learner you are helps you to pick a study strategy that works best for you.</p>	<p>How can we become more organized?</p> <p>Why is it important to pay attention?</p> <p>What is goal-setting and why is it important?</p> <p>How can we define a problem?</p> <p>How can we use a Problem-Solving Plan to help solve problems?</p> <p>What are the study skills methods?</p> <p>How can we choose the best study skills strategy that works for us?</p>
<b>Evidence of Learning (Assessments)</b>	

Class and Small Group Discussions  
 Think Pair Share  
 Teacher Observations  
 Written Responses/reflections  
 Role Play  
 Exit Tickets  
 Bringing CKCC Home Weekly Activity

### Objectives (SLO)

Students will know:

- There are methods for getting organized and managing time.
- Attention is affected by many factors, and there are ways to improve attention skills. It is possible to develop the ability to self-monitor attention and on-track behavior.
- Goals give us direction, enhance motivation, and provide targets for change. It is important to set reachable goals and monitor success in achieving them.
- Problems can be recognized and defined before they are solved using a Problem-Solving Plan.
- There are many study skills techniques that can be learned.

Students will be able to:

- Recognize the importance of being organized
- Identify ways to manage your belongings and time
- Identify ways to improve how you pay attention
- Identify ways to improve your on-track behavior
- Identify individual goals they would like to achieve
- Set achievable goals
- Recognize and define problems
- Apply a problem-solving plan to use at school and at home
- Discuss different ways to help themselves input, organize, and understand information
- Identify study strategies including methods for organizing information, managing time, and improving memory
- Consider which study strategies are most suited to their individual learning styles

### Suggested Resources/Technology Tools

[Competent Kids, Caring Communities Resource - Grade 5](#)

[CKCC Read Aloud Video Links](#)

[CKCC worksheets Grade 5](#)

CKCC Lesson 3 - [Video on confidence, self-esteem, and goal setting](#)  
[Resource on examples of SMART goals for students](#)

CKCC Lesson 5 - [Resource on interactive games for study skills](#)

### Modifications

ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions

- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

#### Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

#### 504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

- ☒ Act as a responsible and contributing community members and employee
- ☐ Attend to financial well-being
- ☒ Consider the environmental, social and economic impacts of decisions
- ☐ Demonstrate creativity and innovation
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them
- ☒ Model integrity, ethical leadership and effective management
- ☐ Plan education and career paths aligned to personal goals
- ☐ Use technology to enhance productivity increase collaboration and communicate effectively
- ☒ Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>



# October

## CKCC Unit 2 (Lessons 6-10)

### Building a Caring Community of Mindful Learners

#### Summary and Rationale

This unit begins by asking students to look inward to become mindful of their own learning styles. With the understanding that there are multiple forms of intelligence and that each individual has a particular set of strengths and challenges, students are poised to appreciate the unique contributions that they themselves make to the learning community. This unit also extends into relationships with others. Students consider ways to work together to create a culture of caring in the classroom based on appreciation of differences and uniquenesses. Valuing and celebrating differences are critical components of a positive classroom climate. Through discussions about how respect, acceptance, kindness, and honesty are important ingredients in classroom life, the notion that a caring classroom helps everyone to grow and learn is reinforced.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental 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.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or 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.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.

##### Interdisciplinary Connections

##### Standard x.x

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.11	Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.
W.5.2	Write information/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
Everyone has unique and individual learning styles. Identifying your preferred learning style can help you become a better learner.	What are the learning styles and how can we identify our preferred learning styles?
There are many ways to be smart, and there are multiple forms of intelligences. The ways to be smart contribute to a person's uniqueness.	What are the different kinds of intelligences? How do the ways we are smart contribute to our uniqueness?

<p>Many characteristics can make people different from each other, and diversity is an asset that makes the world an interesting place. Accepting our uniqueness and the uniqueness of our classmates helps us celebrate differences.</p> <p>Kindness, respect, acceptance, honesty, and teamwork are all important.</p> <p>Kindness is contagious and is needed to build a caring classroom community.</p>	<p>What are characteristics that make us different from each other?</p> <p>How do our differences make us unique?</p> <p>How can we practice kindness, respect, acceptance, honesty, and teamwork in the classroom and in our lives?</p> <p>How can we treat others with kindness so that it creates a ripple effect?</p>
<b>Evidence of Learning (Assessments)</b>	
<p>Class and Small Group Discussions</p> <p>Think Pair Share</p> <p>Teacher Observations</p> <p>Written Responses/reflections</p> <p>Role Play</p> <p>Exit Tickets</p> <p>Bringing CKCC Home Weekly Activity</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>Individual learning styles are the different ways we learn. Learning styles can be divided into three categories: visual, auditory, and kinesthetic-tactile. Most people learn best with a combination or mixture of approaches.</li> <li>The Theory of Multiple Intelligences (MI) says that every human being possesses nine intelligences in varying amounts, and each person has a different intellectual composition.</li> <li>Without uniqueness, the world would be a one-dimensional place. Uniqueness should be a source of pride, not shame.</li> <li>The C.A.R.E. acronym can be an effective approach to building a sense of teamwork, kindness, and cooperation in the classroom. C.A.R.E. stands for Cooperation, Acceptance, Responsibility, and Empathy.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Develop an understanding of how you take in information</li> <li>Recognize different learning styles</li> <li>Examine your own learning style</li> <li>Explore the different kinds of intelligence</li> <li>Assess the different ways you are smart</li> <li>Recognize how the ways you are smart contribute to your uniqueness</li> <li>Learn that our differences make us unique.</li> <li>Identify special qualities that make each person unique.</li> <li>Recognize differences as special and positive.</li> <li>Identify the elements that make a classroom a place where good feelings grow</li> <li>Use an acronym to help you practice teamwork</li> <li>Discuss ways to create ripples of kindness in class</li> <li>Identify ways to treat each other with kindness</li> </ul>
<b>Suggested Resources/Technology Tools</b>	

[Competent Kids, Caring Communities Resource - Grade 5](#)

[CKCC Read Aloud Video Links](#)

[CKCC worksheets Grade 5](#)

CKCC Lesson 6 - [Learning Styles quiz](#)

CKCC Lesson 8 - [Youth Ted Talk video on respecting differences](#)

CKCC Lesson 10 - [Video on kindness boomerang/ripple effect](#)

## Modifications

### ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

### Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

### 504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- ☒ Act as a responsible and contributing community members and employee
- ☐ Attend to financial well-being
- ☒ Consider the environmental, social and economic impacts of decisions
- ☐ Demonstrate creativity and innovation
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them
- ☒ Model integrity, ethical leadership and effective management
- ☐ Plan education and career paths aligned to personal goals
- ☐ Use technology to enhance productivity increase collaboration and communicate effectively
- ☒ Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## **September - October HLC Unit 1 (Lessons 1-2)**

### **Life Skills and Acceptance**

#### **Summary and Rationale**

In this unit, students will learn life skills to help them to make healthy choices for a lifetime. Children are never too young to practice setting and achieving goals. Students need help to make good decisions by thinking before acting. This unit will teach important skills that help them feel good about themselves and others, express themselves, make good choices, and reach their goals. An important life skill is demonstrating acceptance towards all. Stereotyping can be related to race, culture, and gender. Gender stereotyping in particular can be harmful to students who are navigating their sexual orientation and gender identity. Students must learn to avoid stereotypes and embrace acceptance in order to feel good and make others feel good as well.

#### **Recommended Pacing**

8 weeks

#### **Standards**

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.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
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.2	Differentiate between sexual orientation and gender identity.
2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others.
2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.
2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

Interdisciplinary Connections	
Standard x.x	
RL.5.11	Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>It is important to maintain a positive self-image by focusing on what makes you unique, developing your strengths, and celebrating your accomplishments.</p> <p>Communication includes verbal and nonverbal messages.</p> <p>Gender-role stereotypes are judgements based on how we are expected to act, speak and dress based on our assigned sex.</p> <p>Stereotypes are negative and can be harmful. We can avoid stereotyping by acknowledging our own biases and stereotypes and always be accepting towards others.</p> <p>Sexual orientation is who you love or are attracted to while gender identity is how you see yourself.</p>	<p>How can we maintain a positive self-image?</p> <p>What are the two types of communication and how do they differ?</p> <p>What are gender-role stereotypes?</p> <p>How can we avoid stereotyping?</p> <p>How do sexual orientation and gender identity differ?</p>

Evidence of Learning (Assessments)	
Class and Small Group Discussions Think Pair Share Teacher Observations Written Responses/reflections Role Play Wrap Up Questions Lesson Boosters	
Objectives (SLO)	
Students will know: <ul style="list-style-type: none"> <li>It is important to maintain a positive self-image by focusing on what makes you unique, developing your strengths, and celebrating your accomplishments.</li> <li>Communication includes verbal and nonverbal messages.</li> <li>A stereotype is the idea that everyone within a certain group shares the same characteristics.</li> <li>Sexual orientation is an emotional, romantic, or sexual attraction to another person.</li> <li>Gender identity is a person's sense of having a gender or no gender. Gender identity can be the same or different from one's assigned sex at birth.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Describe techniques to maintain a positive self-image</li> <li>Apply techniques for maintaining a positive self-image to given scenarios</li> <li>Design a visual representation of their self-image</li> <li>Distinguish between verbal and nonverbal communication</li> <li>Interpret examples of nonverbal communication</li> <li>Recognize how nonverbal communication can strengthen understanding of a message</li> <li>Understand gender-role stereotyping and how to avoid it</li> <li>Distinguish between sexual orientation and gender identity</li> </ul>
Suggested Resources/Technology Tools	
<a href="#">Healthy Lifestyle Choices Resource - Grade 5</a>  HLC Lesson 1 - Scenarios activity sheet <a href="#">Video on self-esteem</a>  HLC Lesson 2 - <a href="#">Resource on nonverbal communication</a>  <a href="#">Counselor-Led Lesson- Respecting Differences and Avoiding Stereotypes, Including Gender Stereotypes</a> <i>This lesson includes a discussion of the range of ways people express their gender and how gender-role stereotypes may limit behavior.</i>	
Modifications	
ELL <ul style="list-style-type: none"> <li>Provide additional wait time for student responses to questions</li> <li>Simplify sentences and repeat sentences and questions</li> <li>Ensure that all materials are explained and keywords are defined</li> </ul>	



- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

#### Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

#### 504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- ☒ Act as a responsible and contributing community members and employee
- ☐ Attend to financial well-being
- ☒ Consider the environmental, social and economic impacts of decisions
- ☐ Demonstrate creativity and innovation
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them
- ☒ Model integrity, ethical leadership and effective management
- ☐ Plan education and career paths aligned to personal goals
- ☐ Use technology to enhance productivity increase collaboration and communicate effectively
- ☒ Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

# November

## CKCC Unit 5 (Lessons 18-21)

### Shaming, Blaming, and Teasing

#### Summary and Rationale

Shaming, teasing, and bullying are behaviors that occur all too frequently in schools. They can impact students' feelings of comfort and safety and contribute to a climate of anxiety and fear within the classroom and beyond. Empathy is the antidote to these anti-social behaviors. This unit helps students to take the perspectives of others to "put themselves in someone else's shoes." From cultivating empathy, the unit moves on to directly tackling behaviors that are destructive to individual children and to the overall classroom atmosphere. It is critical to understand that typical daily disputes between students are different from bullying, mean-spirited teasing, and shaming behaviors. The latter require specific interventions that involve adults as well as students.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental Health

2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
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.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics
2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Interdisciplinary Connections	
Standard x.x	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.11	Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.11	Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.
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.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>

<p>Putting oneself in “someone else’s shoes” builds empathy, tolerance, and understanding while reducing conflict and anti-social behaviors.</p> <p>Shame involves our awareness of not living up to standards, rules, or norms, and is worsened by negative self-judgment. Shame may be triggered by hurt, disappointment, or rejection.</p> <p>Bullying is a series of verbal and/or physical attacks by an individual or individuals against a typically defenseless victim. There are ways to handle bullying situations.</p> <p>Hurtful teasing is a form of verbal harassment and bullying that is destructive and leads to upset and angry feelings.</p>	<p>How can we put ourselves in “someone else’s shoes” to better understand their perspective?</p> <p>What is shame and what are the effects of feeling shame? How can we prevent experiencing shame and triggering shame in others?</p> <p>What is bullying and how can we recognize it?</p> <p>How can we handle bullying situations?</p> <p>What is teasing and what are the effects of teasing on our feelings?</p>
<b>Evidence of Learning (Assessments)</b>	
<p>Class and Small Group Discussions</p> <p>Think Pair Share</p> <p>Teacher Observations</p> <p>Written Responses/reflections</p> <p>Role Play</p> <p>Exit Tickets</p> <p>Bringing CKCC Home Weekly Activity</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Many things are open to interpretation.</li> <li>• The way people see things depends on their individual perspectives.</li> <li>• Different perspectives do not necessarily mean that one is right and one is wrong.</li> <li>• Shaming words lead to blaming words.</li> <li>• A no-shame classroom will help students grow and develop.</li> <li>• Kindness and caring are part of a no-shame classroom.</li> <li>• Bullying is a series of repeated, unprovoked actions intended to harm a victim psychologically</li> <li>• and/or physically.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize that people have different perceptions and ideas about the same things, events, and situations based upon their own unique perspectives</li> <li>• Identifying the value of stepping into someone else’s shoes</li> <li>• Recognize that when we are shamed, we may blame others</li> <li>• Explain the importance of a “no-shame classroom”</li> <li>• Discuss their experiences with bullying</li> <li>• Identify teasing and gestures related to bullying</li> <li>• Know how to handle bullying situations</li> <li>• Recognize feelings associated with teasing</li> <li>• Identify different strategies to respond to teasing</li> </ul>

<ul style="list-style-type: none"> <li>Teachers can work with students at the classroom level to develop rules to prevent bullying.</li> <li>Bullying has harmful effects for the victim, the bully, and even the bystander.</li> <li>Teasing is verbal harassment and is a form of bullying.</li> <li>Teasing has negative consequences.</li> <li>There are strategies to help us deal with teasing.</li> </ul>	<ul style="list-style-type: none"> <li>List some things that people who are teased may be teased about</li> </ul>
Suggested Resources/Technology Tools	
<a href="#">Competent Kids, Caring Communities Resource - Grade 5</a> <a href="#">CKCC Read Aloud Video Links</a> <a href="#">CKCC worksheets Grade 5</a>  <b>CKCC Lesson 20 - <a href="#">Videos on bullying</a>, <a href="#">Resource on upstanders, bystanders, etc.</a></b>	
Modifications	
<p>ELL</p> <ul style="list-style-type: none"> <li>Provide additional wait time for student responses to questions</li> <li>Simplify sentences and repeat sentences and questions</li> <li>Ensure that all materials are explained and keywords are defined</li> <li>Allow the use of Google Translate where appropriate.</li> <li>Utilize bilingual materials where appropriate</li> </ul> <p>Gifted and Talented</p> <ul style="list-style-type: none"> <li>Interdisciplinary and problem-based assignments</li> <li>Abstract and advanced higher-level thinking questions</li> <li>Use of varied resources</li> <li>Internships, mentorships and independent study where applicable</li> </ul> <p>504/IEP</p> <ul style="list-style-type: none"> <li>Note taking assistance</li> <li>Group work</li> <li>Additional time for assignments</li> <li>Visual and tactile instructional demonstrations</li> <li>Use of computer when applicable</li> <li>Preferential seating</li> <li>Information presented in multiple ways</li> <li>Large-print handouts</li> </ul>	
Career Readiness, Life Literacies, and Key Skills NJSLs	

Please select all standards that apply to this unit of study:

- ☒ Act as a responsible and contributing community members and employee
- ☐ Attend to financial well-being
- ☒ Consider the environmental, social and economic impacts of decisions
- ☐ Demonstrate creativity and innovation
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them
- ☒ Model integrity, ethical leadership and effective management
- ☐ Plan education and career paths aligned to personal goals
- ☐ Use technology to enhance productivity increase collaboration and communicate effectively
- ☒ Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

# December

## CKCC Unit 3 (Lessons 14-17)

### Anger and Conflict Management

#### Summary and Rationale

Anger is a normal and healthy emotion. However, it is essential that children learn to be the “boss” of their anger. When we are not in control of our anger, we are likely to say or do things that we might not otherwise do—things that could hurt ourselves or others. Once students understand how to handle their own emotions, they are better equipped to handle interpersonal conflict. The unit moves from anger management to conflict resolution, incorporating the idea that we can work out new solutions in our own minds and interact with others to resolve conflicts in a productive manner. All of the tools in this unit are key to creating a more compassionate classroom and school, and ultimately a better and more peaceful world.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental 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.EH.1	Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
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.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

##### Interdisciplinary Connections

##### Standard x.x

RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.11	Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.11	Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.
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.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<p>Anger is a normal emotion, but can be negative when someone gets angry too often or too intensely. When we recognize our anger, we can be in control of it and prevent ourselves from doing and saying things that might hurt ourselves and others.</p> <p>Rewinds are a great tool for self-reflection to identify ways to improve the outcome of a similar event when it happens again.</p> <p>There are ways for students to resolve conflict using kind words and a specific plan. Conflict management skills are important for students' problem-solving and decision-making abilities.</p>	<p>How can we recognize and control our anger?</p> <p>What is a rewind and how can we use rewinds to improve the outcome of an event?</p> <p>How can we resolve conflict with kind words and a plan?</p> <p>Why is it important to get past our anger and show forgiveness?</p>



<p>We all feel angry, but it is important to get past our anger and forgive those who caused us to be angry. Holding on to anger and grievances has negative consequences for our health and well-being.</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Class and Small Group Discussions          Think Pair Share          Teacher Observations          Written Responses/reflections          Role Play          Exit Tickets          Bringing CKCC Home Weekly Activity</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Anger is one of many feelings that come and go.</li> <li>• Learning to recognize and control anger in appropriate ways is vital.</li> <li>• It's okay to be angry, but it is not okay to speak or behave in an aggressive manner.</li> <li>• Sometimes we say or do things that we feel bad about afterward.</li> <li>• Examining our behavior helps us find ways to change.</li> <li>• Rewinds provide a way to look back at behaviors or incidents that already happened.</li> <li>• Because we all have different ideas we might not always agree.</li> <li>• When we don't agree, we can find safe and helpful ways to solve the disagreement.</li> <li>• Harsh, critical words "sting" us.</li> <li>• We can use our words instead of our hands to solve a disagreement.</li> <li>• Our class is a safe, peaceful place.</li> <li>• Forgiveness, compassion, and kindness are important elements in the classroom and in life.</li> <li>• Practicing forgiveness, compassion, and kindness can be transformative.</li> <li>• When we practice forgiveness, we think and act with kindness.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize signs of anger arousal in their bodies</li> <li>• Create metaphors representing anger</li> <li>• "Rewind" a situation</li> <li>• Identify ways you can improve the outcome of an event</li> <li>• Identify conflict</li> <li>• Resolve a disagreement using a new plan</li> <li>• Recognize how the Zapper interferes with conflict resolution</li> <li>• Respond to a passage about forgiveness</li> <li>• Recognize the effects of forgiveness</li> </ul>
<b>Suggested Resources/Technology Tools</b>	

[Competent Kids, Caring Communities Resource - Grade 5](#)

[CKCC Read Aloud Video Links](#)

[CKCC worksheets Grade 5](#)

CKCC Lesson 14 -Videos on managing anger:

[Anger Management for Kids \(and Adults\)](#)

[Anger Management for Kids](#)

CKCC Lesson 16 -[Resource on conflict resolution](#)

## Modifications

### ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

### Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

### 504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- ☒ Act as a responsible and contributing community members and employee
- ☐ Attend to financial well-being
- ☒ Consider the environmental, social and economic impacts of decisions
- ☐ Demonstrate creativity and innovation
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them
- ☒ Model integrity, ethical leadership and effective management
- ☐ Plan education and career paths aligned to personal goals

- ☐ Use technology to enhance productivity increase collaboration and communicate effectively
- ☒ Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

# January

## CKCC Unit 4 (Lessons 11-13)

### Strengthening Self-Efficacy

#### Summary and Rationale

Self-efficacy is the strength of one's belief in one's own ability to complete tasks and reach goals. In this unit, students will discover that we all have “voices in our head” that can either increase or decrease our sense of self-efficacy. They will learn to use “positive self-talk” in order to defeat “can’t-do” thoughts and feelings. Students will learn to direct their “inner voice” outward, as being able to communicate clearly and productively contributes to a sense of self-efficacy by empowering students to express themselves in a manner that optimizes others’ receptivity. Improved communication skills also increase the likelihood of students impacting their world, and, in having a positive impact, students increase their sense of self-efficacy.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental 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.EH.1	Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
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.6:	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

##### Interdisciplinary Connections

Standard x.x

W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
We all use self-talk to talk to ourselves. "Self-talk" can affect our confidence and achievement in both positive and negative ways.	What is self-talk and how can it affect our confidence and achievement?
It is important to listen to encouraging, positive self-talk and ignore negative, discouraging self-talk.	How can we listen to encouraging self-talk and ignore discouraging self-talk?
I-messages explain a concern over a problem using "I" instead of "you." Using I-messages is a way to handle interpersonal difficulties, as the focus is on how you feel about a situation and not on the other person.	What is an I-message and how can we use I-messages to address a situation?
<b>Evidence of Learning (Assessments)</b>	
Class and Small Group Discussions Think Pair Share Teacher Observations Written Responses/reflections Role Play Exit Tickets Bringing CKCC Home Weekly Activity	
<b>Objectives (SLO)</b>	

<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Our self-talk affects how we feel and how we behave.</li> <li>• Positive thoughts encourage us when we feel we can't do something.</li> <li>• Negative thoughts discourage us.</li> <li>• "Can't-do" thoughts lead to "can't-do" feelings.</li> <li>• Our thoughts affect the way we feel.</li> <li>• The way we feel affects how we behave.</li> <li>• Positive thoughts encourage us; negative thoughts discourage us.</li> <li>• I-messages can be used to explain your concern when you have a problem.</li> <li>• I-messages simply state a problem, without blaming someone for it.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify self-talk that is encouraging and discouraging</li> <li>• Identify ways to make their "can't-do" thinking and feeling get smaller</li> <li>• Identify positive and negative thoughts</li> <li>• Recognize how our thoughts affect the way we feel and how those feelings determine the way we behave</li> <li>• Identify situations where I-Messages can be employed</li> <li>• Compose an "I -Message" to convey their feelings and needs</li> </ul>
<p>Suggested Resources/Technology Tools</p>	
<p><a href="#">Competent Kids, Caring Communities Resource - Grade 5</a>  <a href="#">CKCC Read Aloud Video Links</a>  <a href="#">CKCC worksheets Grade 5</a></p> <p>CKCC Lesson 13 - <a href="#">Resources and videos on I-Messages</a></p>	
<p>Modifications</p>	
<p>ELL</p> <ul style="list-style-type: none"> <li>• Provide additional wait time for student responses to questions</li> <li>• Simplify sentences and repeat sentences and questions</li> <li>• Ensure that all materials are explained and keywords are defined</li> <li>• Allow the use of Google Translate where appropriate.</li> <li>• Utilize bilingual materials where appropriate</li> </ul> <p>Gifted and Talented</p> <ul style="list-style-type: none"> <li>• Interdisciplinary and problem-based assignments</li> <li>• Abstract and advanced higher-level thinking questions</li> <li>• Use of varied resources</li> <li>• Internships, mentorships and independent study where applicable</li> </ul> <p>504/IEP</p> <ul style="list-style-type: none"> <li>• Note taking assistance</li> <li>• Group work</li> <li>• Additional time for assignments</li> <li>• Visual and tactile instructional demonstrations</li> <li>• Use of computer when applicable</li> <li>• Preferential seating</li> </ul>	

- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- ☒ Act as a responsible and contributing community members and employee
- ☐ Attend to financial well-being
- ☒ Consider the environmental, social and economic impacts of decisions
- ☐ Demonstrate creativity and innovation
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them
- ☒ Model integrity, ethical leadership and effective management
- ☐ Plan education and career paths aligned to personal goals
- ☐ Use technology to enhance productivity increase collaboration and communicate effectively
- ☒ Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## February

### CKCC Unit 6 (Lessons 22-25)

#### Stress and You

#### Summary and Rationale

Learning to manage stress in one's life is an essential skill. School is especially stressful for students who struggle with academics and have difficulty regulating their emotions. In this unit, students will learn about mind-body connections and how stress has an impact on our health, learning, and personal relationships. They will learn to identify individual stressors and then practice techniques to relax their bodies and minds.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental 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.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
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.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

##### Interdisciplinary Connections

##### Standard x.x

RL.5.11	Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.
W.5.1	Write opinion pieces on topics supporting a point of view with reasons and information.



W.5.2	Write informative texts to examine a topic and convey ideas and information clearly.
W.5.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<p>Stress is the body's reaction to an event that is seen as emotionally disturbing, alarming, or threatening. A small amount of stress is good, but too much stress is detrimental.</p> <p>Different events will be stressful to different people.</p> <p>Managing worry and anxiety is crucial to prevent them from interfering with one's well-being and learning at school.</p> <p>There are many relaxation techniques to manage stress.</p>	<p>What is stress?</p> <p>Can stress ever be a good thing?</p> <p>Does everyone experience stress the same?</p> <p>How can we manage our worry and anxiety?</p> <p>What are relaxation techniques that we can use to manage stress?</p>
<b>Evidence of Learning (Assessments)</b>	
<p>Class and Small Group Discussions</p> <p>Think Pair Share</p> <p>Teacher Observations</p> <p>Written Responses/reflections</p> <p>Role Play</p> <p>Exit Tickets</p> <p>Bringing CKCC Home Weekly Activity</p>	

Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Stress is an internal response to an external event or situation.</li> <li>• Stress causes physical and biochemical reactions in our bodies.</li> <li>• Stress affects how we learn.</li> <li>• People get stressed for different reasons, and sometimes for good changes.</li> <li>• Because of our unique perceptions and biological make-ups, people will find different events</li> <li>• stressful</li> <li>• Stress has an impact on functioning.</li> <li>• Worry is a universal feeling.</li> <li>• Our worries (anxieties, nervousness) can interfere with learning.</li> <li>• Our thoughts affect how we feel and behave.</li> <li>• It is important to manage stress in our lives.</li> <li>• Relaxation activities can help relieve stress, anger, nervousness, fear, and anxiety.</li> <li>• Relaxation activities help us develop better self-control.</li> <li>• It is important to practice relaxation techniques consistently in the classroom.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize stressful situations</li> <li>• Identify how their body reacts to stress</li> <li>• Examine the impact of stress in different situations</li> <li>• Evaluate their individual stress levels in different situations</li> <li>• Respond to and make inferences about a poem</li> <li>• Explore the implications of “what if” thinking</li> <li>• Share their unique ways to relax</li> <li>• Identify how to take care of their bodies during times of stress</li> <li>• Become familiar with relaxation techniques for managing stress</li> </ul>
Suggested Resources/Technology Tools	
<p><a href="#">Competent Kids, Caring Communities Resource - Grade 5</a>  <a href="#">CKCC Read Aloud Video Links</a>  <a href="#">CKCC worksheets Grade 5</a></p> <p>CKCC Lesson 22 - <a href="#">Resource on stress and stress management</a>  <a href="#">Videos on breathing exercises</a></p> <p>CKCC Lesson 23 - <a href="#">Video on positive and negative stress</a></p>	
Modifications	
<p>ELL</p> <ul style="list-style-type: none"> <li>• Provide additional wait time for student responses to questions</li> <li>• Simplify sentences and repeat sentences and questions</li> <li>• Ensure that all materials are explained and keywords are defined</li> <li>• Allow the use of Google Translate where appropriate.</li> <li>• Utilize bilingual materials where appropriate</li> </ul>	

### Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

### 504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- ☒ Act as a responsible and contributing community members and employee
- ☐ Attend to financial well-being
- ☒ Consider the environmental, social and economic impacts of decisions
- ☐ Demonstrate creativity and innovation
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them
- ☒ Model integrity, ethical leadership and effective management
- ☐ Plan education and career paths aligned to personal goals
- ☐ Use technology to enhance productivity increase collaboration and communicate effectively
- ☒ Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## January - February HLC Unit 3 (Lessons 1-4)

### Nutrition

#### Summary and Rationale

The food we eat is fuel for our bodies. Just as you put gasoline in a car to make it move, you need to put food in your body for energy and to support growth and strength. It is important to balance what we eat with physical activity. In this unit, students will learn the importance of well-balanced, healthy meals coupled with physical activity. Students will learn the benefits of nutrients, healthy choices to make, and negative effects of unhealthy eating.

#### Recommended Pacing

8 weeks

### Standards

#### Personal and Mental 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).
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#### Physical Wellness

2.2.5.PF.1:	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
2.2.5.PF.5:	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology)
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.N.1:	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively
2.2.5.N.3:	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

#### Interdisciplinary Connections

Standard x.x	
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.
RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<p>There are six major nutrient groups. Our bodies need the benefits of these nutrients to grow strong and remain healthy.</p> <p>Fruits and vegetables are important to eat every day because they are a great source of fiber and contain essential vitamins that our bodies need to work effectively.</p> <p>Healthy snacks are nutrient-dense snacks that are better for our bodies than empty-calorie snacks. Empty-calorie snacks have lots of calories but few nutrients. These snacks should be eaten sparingly and not replace a meal.</p> <p>Energy imbalance can lead to overweight and obesity, which means that the number of calories consumed is</p>	<p>What are the major nutrient groups and what are the benefits of each group?</p> <p>Why are fruits and vegetables important to eat every day?</p> <p>What is a healthy snack? How can we avoid unhealthy snacking?</p> <p>What is overweight and obesity? What factors can affect energy imbalance?</p>

greater than the number of calories used. Energy imbalance can be caused by overeating, lack of exercise, heredity, and eating too many fats or sweets.	
<b>Evidence of Learning (Assessments)</b>	
Class and Small Group Discussions Think Pair Share Teacher Observations Written Responses/reflections Role Play Wrap Up Questions Lesson Boosters	
<b>Objectives (SLO)</b>	
Students will know: <ul style="list-style-type: none"> <li>• The six major nutrients found in foods give you energy and keep you healthy.</li> <li>• Fruits and vegetables are a good source of vitamins and they are high in fiber and low in fat.</li> <li>• Nutrient-dense snacks are better for your health than empty-calorie snacks.</li> <li>• Energy imbalance can lead to overweight and obesity.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Correlate nutrients to given descriptions</li> <li>• Identify sources of the six major nutrients</li> <li>• Promote the benefits of sources of nutrients</li> <li>• Explain why it is important for good health to make half their plates fruits and vegetables</li> <li>• Recognize several ways to add fruits and vegetables to their daily diets</li> <li>• Create a low-fat, high-fiber recipe using fruits and vegetables</li> <li>• Identify healthy snack choices</li> <li>• Apply guidelines for choosing healthy snacks</li> <li>• Substitute common snack choices with healthier alternatives</li> <li>• Identify factors that contribute to overweight and obesity</li> <li>• Recognize that obesity is preventable</li> <li>• Examine energy balance</li> </ul>
<b>Suggested Resources/Technology Tools</b>	
<a href="#">Healthy Lifestyle Choices Resource- Grade 5</a>  HLC Lesson 1 - Big Six activity sheet, Six Essential Nutrients resource HLC Lesson 2 - <a href="#">Resource on MyPlate, food groups, and nutrients</a> HLC Lesson 3 - Nutrition Facts Labels resource sheet <a href="#">Resource of an interactive food label</a> HLC Lesson 4 - Energy Balance resource sheet	
<b>Modifications</b>	

## ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

## Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

## 504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- ☒ Act as a responsible and contributing community members and employee
- ☐ Attend to financial well-being
- ☒ Consider the environmental, social and economic impacts of decisions
- ☐ Demonstrate creativity and innovation
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them
- ☒ Model integrity, ethical leadership and effective management
- ☐ Plan education and career paths aligned to personal goals
- ☐ Use technology to enhance productivity increase collaboration and communicate effectively
- ☒ Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## March - April

### CKCC Unit 7 (Lessons 26-29)

#### Responsible Decision-Making

#### Summary and Rationale

Each day of our lives we make decisions—some big, some small. Every choice we make has consequences—some positive, some negative. In this unit, students will examine the process of decision-making and will learn some tools to help them become better decision makers. Students will learn how to “chain” an event in order to learn about cycles of behavior, and will continue to develop problem-solving skills. They will examine their behavior and determine what will help them to repeat “good” cycles of behavior. In the final lesson, students will be encouraged to take responsibility for their behavior.

#### Recommended Pacing

8 weeks

#### Standards

##### Personal and Mental 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.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.

##### Interdisciplinary Connections

##### Standard x.x

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.11

Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.

W.5.1

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



W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W 5.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<p>It is important to consider the outcomes of decisions, because our decisions can have consequences for ourselves and others. People have different decision-making styles that work best for them.</p> <p>All decisions have short-term or long-term consequences. There are tools that help us to make decisions that lead to positive outcomes.</p> <p>“Chaining” is a way to look back at an event to figure out what happened. A vicious cycle exists when two or more people attempt a solution but instead reinforce each other's negative behavior and exacerbate the problem. It is important to identify vicious cycles and find solutions that can disrupt the cycle and solve the problem.</p> <p>We are responsible for our own decisions. Learning to control our impulses and think things over before we act helps us make decisions that will lead to positive consequences rather than bad outcomes.</p>	<p>Why is it important to consider the outcomes of our decisions? What are the different decision-making styles?</p> <p>What are short-term and long-term consequences of our decisions? What tools can we use to make good decisions?</p> <p>What is chaining? What is a vicious cycle and how can the cycle be disrupted to solve the problem?</p> <p>How can we make decisions that lead to positive outcomes?</p>
<b>Evidence of Learning (Assessments)</b>	

Class and Small Group Discussions Think Pair Share Teacher Observations Written Responses/reflections Role Play Exit Tickets Bringing CKCC Home Weekly Activity	
<b>Objectives (SLO)</b>	
Students will know: <ul style="list-style-type: none"> <li>• Our decisions can have important consequences for ourselves and for others.</li> <li>• We need to consider outcomes and consequences thoroughly before we make decisions.</li> <li>• We all have different decision-making styles.</li> <li>• Our decisions carry both short- and long-term consequences.</li> <li>• We need tools to make decisions.</li> <li>• Chaining an event offers a visual way to examine a sequence of behavior.</li> <li>• Breaking down a sequence of behavior helps us to examine it.</li> <li>• A vicious cycle occurs when two or more people attempting to solve a problem reinforce each other's behavior and exacerbate the problem.</li> <li>• Identifying sequences of positive behavior helps us think about how to repeat them.</li> <li>• We must accept responsibility for our own behavior.</li> <li>• Sometimes we may have difficulty taking responsibility for our actions because we are worried about the consequences.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Recognize that they will have to make more difficult decisions as they get older</li> <li>• Realize that we make decisions for good and bad situations</li> <li>• Identify different decision-making styles</li> <li>• Use tools for decision-making</li> <li>• Recognize that decisions have both short- and long-term consequences</li> <li>• Create a chain of events</li> <li>• Identify and interrupt cycles of problematic behavior</li> <li>• Strengthen their problem-solving skills</li> <li>• Identify the concept of personal responsibility</li> <li>• Examine a story about responsibility</li> </ul>
<b>Suggested Resources/Technology Tools</b>	
<a href="#">Competent Kids, Caring Communities Resource - Grade 5</a> <a href="#">CKCC Read Aloud Video Links</a> <a href="#">CKCC worksheets Grade 5</a>  CKCC Lesson 27 - <a href="#">Video on decision making</a> CKCC Lesson 29 - <a href="#">Video on taking responsibility for our actions</a>	
<b>Modifications</b>	
ELL	

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

#### Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

#### 504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- ☒ Act as a responsible and contributing community members and employee
- ☐ Attend to financial well-being
- ☒ Consider the environmental, social and economic impacts of decisions
- ☐ Demonstrate creativity and innovation
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them
- ☒ Model integrity, ethical leadership and effective management
- ☐ Plan education and career paths aligned to personal goals
- ☐ Use technology to enhance productivity increase collaboration and communicate effectively
- ☒ Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

HLC Unit 6 (Lessons 1-4)	
Fitness	
Summary and Rationale	
In this unit, students will learn the importance of physical activity to one's health and wellness and to prevent obesity. Everyone needs to be physically active everyday. Students will learn the different types of physical activity, the behaviors that are necessary before and after engaging in physical activity, and how to make fitness fun. The more enjoyable the physical activities are, the more likely that students will follow their physical activity plan.	
Recommended Pacing	
8 weeks	
Standards	
Personal and Mental 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).
Physical Wellness	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology)
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
Interdisciplinary Connections	

Standard x.x	
RL.5.11	Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
It is important to balance food intake with physical activity.	How can we balance eating with physical activity?
The three types of physical activity you should work into your daily routine include aerobic, muscle-strengthening, and bone-strengthening activities.	What are the three types of physical activity to perform on a daily basis?
Obesity is a major health problem in children and adults.	What is obesity?
It is important to make fitness interesting and fun.	How can we make fitness interesting and fun.
<b>Evidence of Learning (Assessments)</b>	
Class and Small Group Discussions Think Pair Share Teacher Observations Written Responses/reflections Role Play Wrap Up Questions	

**Objectives (SLO)**

Students will know:

- A calorie is a measurement of energy. All foods have a certain number of calories that provide potential energy when eaten.
- Energy balance should equal energy consumed through food intake and energy used through physical activity. Healthy eating and physical activity should balance each other out to keep the body healthy.
- Although foods may have a similar number of calories, some may be a healthier source of energy than another.
- Carbohydrates are the most efficient form of energy for the body.
- Warm-up activities are a set of light movements that help the body prepare for moderate to vigorous activity and reduces the threat of injury.
- Cool-down activities are also important and can be the same as warm-ups, with the addition of stretching.
- Aerobic activity is moderate to vigorous physical activity that rhythmically moves large muscles and increases heart and breathing rates.
- Muscle-strengthening activity is physical activity that makes muscles work harder than during typical daily activities.
- Bone-strengthening activity is physical activity that promotes bone growth and strength.
- Factors of obesity include personal behaviors, genetics, and environment.
- Obesity increases the risk of many diseases and health conditions including high blood pressure, high cholesterol, and Type 2 diabetes.
- A school's lack of healthy food offerings could contribute to overweight and obesity.
- It is important to be physically active for at least 60 minute a day.
- Selecting a variety of activities that are fun and interesting will make it easier to put a plan into action.

Students will be able to:

- Identify calories as the measurement of energy
- Explain the concept of energy balance and its relation to a healthy body weight
- Identify foods that are the most efficient and healthy source of energy for the body
- Explain how warm-up and cool-down activities benefit the body and make physical activities easier
- Demonstrate aerobic, muscle-strengthening and bone-strengthening activities
- Differentiate between aerobic, muscle-strengthening and bone strengthening activities
- Identify factors that could lead to obesity
- Identify health consequences related to being overweight or obese
- Analyze how the school environment can contribute to overweight and obesity
- Create a personal fitness plan
- Explain the relationship between enjoyable activities and the likelihood of committing to a fitness plan
- Describe the effects of committing to a fitness plan on their overall health

<ul style="list-style-type: none"> <li>• Commitment to a fitness plan can positively impact one's health and wellness.</li> </ul>	
Suggested Resources/Technology Tools	
<a href="#">Healthy Lifestyle Choices Resource - Grade 5</a>  HLC Lesson 1 - Food Energy activity sheet HLC Lesson 4 - Planning for Fitness activity sheet	
Modifications	
<p>ELL</p> <ul style="list-style-type: none"> <li>• Provide additional wait time for student responses to questions</li> <li>• Simplify sentences and repeat sentences and questions</li> <li>• Ensure that all materials are explained and keywords are defined</li> <li>• Allow the use of Google Translate where appropriate.</li> <li>• Utilize bilingual materials where appropriate</li> </ul> <p>Gifted and Talented</p> <ul style="list-style-type: none"> <li>• Interdisciplinary and problem-based assignments</li> <li>• Abstract and advanced higher-level thinking questions</li> <li>• Use of varied resources</li> <li>• Internships, mentorships and independent study where applicable</li> </ul> <p>504/IEP</p> <ul style="list-style-type: none"> <li>• Note taking assistance</li> <li>• Group work</li> <li>• Additional time for assignments</li> <li>• Visual and tactile instructional demonstrations</li> <li>• Use of computer when applicable</li> <li>• Preferential seating</li> <li>• Information presented in multiple ways</li> <li>• Large-print handouts</li> </ul>	
Career Readiness, Life Literacies, and Key Skills NJSLs	
<p>Please select all standards that apply to this unit of study:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Act as a responsible and contributing community members and employee</li> <li><input type="checkbox"/> Attend to financial well-being</li> <li><input checked="" type="checkbox"/> Consider the environmental, social and economic impacts of decisions</li> <li><input type="checkbox"/> Demonstrate creativity and innovation</li> <li><input type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them</li> <li><input checked="" type="checkbox"/> Model integrity, ethical leadership and effective management</li> <li><input type="checkbox"/> Plan education and career paths aligned to personal goals</li> <li><input type="checkbox"/> Use technology to enhance productivity increase collaboration and communicate effectively</li> </ul>	

- ☒ Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>



# May

## CKCC Unit 8 (Lessons 30-33)

### Reviewing and Celebrating

### Summary and Rationale

At the end of this year, students will review the concepts they learned in Competent Kids, Caring Communities and will examine how these concepts and skills will be useful to them as they move on to sixth grade.

### Recommended Pacing

4 weeks

### Standards

#### Personal and Mental 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).

#### Interdisciplinary Connections

Standard x.x

W.5.11

Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.

W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

#### Integration of Technology

### Instructional Focus

**Enduring Understandings:**

**Essential Questions:**

<p>Reviewing helps us solidify our memories of what we have learned.</p> <p>The skills learned this year can be carried into sixth grade. You can use your knowledge to set goals, pay attention, use on-track behavior, and use “can-do” thinking.</p> <p>Everyone is different in their own ways. Uniqueness is what makes the world an interesting place.</p>	<p>Why is it important to review?</p> <p>What lessons can we take from this year with us into sixth grade?</p> <p>How can we appreciate our own uniqueness and the uniqueness of others?</p>
<b>Evidence of Learning (Assessments)</b>	
<p>Class and Small Group Discussions</p> <p>Think Pair Share</p> <p>Teacher Observations</p> <p>Written Responses/reflections</p> <p>Role Play</p> <p>Exit Tickets</p> <p>Bringing CKCC Home Weekly Activity</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Reviewing helps us keep what we learn in our memories.</li> <li>● Creating a final product is a good way to remember what we learned this year.</li> <li>● Learning to understand and appreciate our own uniqueness will make us more sensitive to the uniqueness of others.</li> <li>● Awareness of differences can help us create a better, stronger class community.</li> <li>● Awareness of differences can help us build tolerance and acceptance.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the concepts they learned in CKCC</li> <li>● Use the arts to present the concepts they learned in CKCC</li> <li>● Develop culminating activities</li> <li>● Demonstrate understanding and application of this year’s CKCC concepts and tools</li> <li>● Celebrate new learning and understanding in a variety of ways</li> <li>● Celebrate and share their new learning and understanding with family members</li> </ul>
<b>Suggested Resources/Technology Tools</b>	
<p><a href="#">Competent Kids, Caring Communities Resource - Grade 5</a></p> <p><a href="#">CKCC Read Aloud Video Links</a></p> <p><a href="#">CKCC worksheets Grade 5</a></p>	
<b>Modifications</b>	

## ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

## Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

## 504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- ☒ Act as a responsible and contributing community members and employee
- ☐ Attend to financial well-being
- ☒ Consider the environmental, social and economic impacts of decisions
- ☐ Demonstrate creativity and innovation
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them
- ☒ Model integrity, ethical leadership and effective management
- ☐ Plan education and career paths aligned to personal goals
- ☐ Use technology to enhance productivity increase collaboration and communicate effectively
- ☒ Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

HLC Unit 4 (Lessons 1-4)	
Substance Abuse Prevention	
Summary and Rationale	
<p>Drug abuse among youth are taking prescription medication that is not prescribed for them and alcohol use. Alcohol use is illegal for minors and can have negative short-term and long-term effects on the body and mind. Drugs and alcohol affect the body and the brain. In this unit, students will learn about the harmful effects of caffeine, alcohol, and smoking and tobacco. Developing refusal skills is critical to avoiding the use of harmful substances. Students must be advocates for themselves and others against harmful substances. They must also understand the power of the media's negative influence promoting drugs, alcohol, and tobacco.</p>	
Recommended Pacing	
4 weeks	
Standards	
Safety	
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.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
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
Interdisciplinary Connections	
Standard x.x	
RL.5.11	Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<p>Caffeine is a drug found in many foods and beverages that can harm people by stimulating the central nervous system. It is important to limit intake of caffeine.</p> <p>Alcohol is an illegal drug for minors that can have negative health effects.</p> <p>Most kids say they will never smoke, but every day some youth do make the decision to try a tobacco product. Smoking is dangerous and unhealthy and has many harmful effects. Advocacy against smoking is essential to prevent kids from smoking.</p> <p>Media tries to influence young people to use tobacco by featuring it in movies and music. This glamorization of tobacco use can be dangerous to youth.</p>	<p>How can caffeine be harmful to our bodies? How can we limit our intake of caffeine?</p> <p>What is alcohol and what are the negative health effects of alcohol?</p> <p>What are the harmful effects of smoking? How can we be advocates against smoking and the use of other tobacco products?</p> <p>How does the media try to influence young people to use tobacco and why is it dangerous?</p>
<b>Evidence of Learning (Assessments)</b>	
<p>Class and Small Group Discussions</p> <p>Think Pair Share</p> <p>Teacher Observations</p> <p>Written Responses/reflections</p> <p>Role Play</p> <p>Wrap Up Questions</p> <p>Lesson Boosters</p>	
<b>Objectives (SLO)</b>	

<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Caffeine is a stimulant drug found in many foods and beverages. You should limit your intake, because it speeds up the heart and breathing rates and increases blood pressure.</li> <li>● It is recommended that students consume less than 100 mg of caffeine per day.</li> <li>● Alcohol is any intoxicating liquor that changes behavior or how the body and mind function.</li> <li>● Alcohol is absorbed quickly into the bloodstream where it circulates to all parts of the body.</li> <li>● Alcohol use can hinder a young person's growth physically, socially, and emotionally. Alcohol's effects are stronger in the body of a young person than an adult.</li> <li>● Overexposure to alcohol in the adolescent years can cause behavior problems, learning problems, and alcoholism.</li> <li>● Fewer kids are trying tobacco products because people are more aware of the dangers of using tobacco.</li> <li>● Tobacco contains chemicals, nicotine, can cause cancer and other diseases and illnesses, causes difficulty with sports, and affects your body and appearance.</li> <li>● Advocacy against tobacco is important, because advocates inspire others to listen and be advocates as well.</li> <li>● The media glamorizes tobacco use, which is dangerous because it can lead youth to believe that smoking is cool.</li> <li>● Counter-marketing uses traditional marketing techniques to advertise against a product or service. Counter-marketing is used to emphasize why youth should not use tobacco products.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the effects of caffeine consumption</li> <li>● Assess the amount of caffeine they consume in a day</li> <li>● Set a goal to reduce or eliminate caffeine from their diets</li> <li>● Identify the harmful effects of alcohol use</li> <li>● Identify the path alcohol takes through the body</li> <li>● Explain some of the dangers of early alcohol use and excessive alcohol use</li> <li>● Discuss youth attitudes towards smoking</li> <li>● Name the harmful effects of tobacco products</li> <li>● Advocate for peers not to smoke</li> <li>● Discuss the media's influence on young people's decisions to use tobacco</li> <li>● Create counter-marketing advertisements that encourage people to be tobacco-free</li> <li>● Recognize how movies and music are used to glamorize tobacco use</li> </ul>
Suggested Resources/Technology Tools	
<a href="#">Healthy Lifestyle Choices Resource- Grade 5</a>  HLC Lesson 2 - All About Alcohol activity sheet	
Modifications	

## ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

## Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

## 504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- ☒ Act as a responsible and contributing community members and employee
- ☐ Attend to financial well-being
- ☒ Consider the environmental, social and economic impacts of decisions
- ☐ Demonstrate creativity and innovation
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them
- ☒ Model integrity, ethical leadership and effective management
- ☐ Plan education and career paths aligned to personal goals
- ☐ Use technology to enhance productivity increase collaboration and communicate effectively
- ☒ Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

# June

## HLC Unit 5 (Lessons 1-4)

### Safety

### Summary and Rationale

As safe as we feel our homes and neighborhoods may be, there are potential hazards for children all around us. It is important that children learn about these hazards and make safe choices. In this unit, students learn to avoid risk related to safety by thinking about consequences before acting. There are safety precautions for sports and cars that students must follow to prevent injuries. As students learn about the rates of injuries in these activities, they will learn to follow safety rules and wear protective gear when needed.

### Recommended Pacing

4 weeks

### Standards

#### Personal and Mental 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).
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#### Safety

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.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

#### Interdisciplinary Connections

#### Standard x.x

RL.5.11	Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.



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.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Integration of Technology	
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
It is important to avoid risks and think about the consequences before acting.	How can we avoid risks?
You should follow safety precautions to avoid sports-related injuries.	How can we avoid sports-related injuries?
You should follow safety rules and wear protective gear when riding bicycles, skates, skateboards, and more.	How can we be safe when we are participating in wheeled sports activities?
You should wear your safety belt when riding in a vehicle to reduce your risk of injury.	Why is it important to wear a safety belt in a vehicle?
<b>Evidence of Learning (Assessments)</b>	
Class and Small Group Discussions Think Pair Share Teacher Observations Written Responses/reflections Role Play Wrap Up Questions Lesson Boosters	
<b>Objectives (SLO)</b>	

<p>Students will know:</p> <ul style="list-style-type: none"> <li>● It is important to make thoughtful decisions and choose the healthier/safer actions to avoid risk.</li> <li>● Engaging in risky behaviors can lead to serious consequences.</li> <li>● Risk is exposure to possible loss or injury.</li> <li>● Consequences are the results of decisions</li> <li>● There are many ways to safely prepare for sports to prevent injuries.</li> <li>● There is a high incidence of sports related injuries to kids. In addition to sports, many injuries occur while biking, skating, or skateboarding.</li> <li>● It is important to always wear protective gear when participating in wheeled sports, because head and face injuries are very common.</li> <li>● There are safety rules and protective gear that are needed for wheeled sports, such as helmets.</li> <li>● Automobile crashes are very common and serious.</li> <li>● Safety belts are designed to slow passengers down and keep them in position in the event of a crash.</li> <li>● A safety belt should always be worn across shoulders and hips to avoid injury.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain the importance of weighing consequences before acting</li> <li>● Describe possible consequences of given actions</li> <li>● Define risk and consequences</li> <li>● Describe general safety measures to follow when participating in sports</li> <li>● Report the high incidence of sports related injuries to people their own age</li> <li>● Illustrate a sports injury fact</li> <li>● Recognize possible hazards of wheeled sports</li> <li>● Explain general safety measures to practice when riding a bicycle or skating</li> <li>● Identify safety equipment that should be worn when skating or riding a bicycle</li> <li>● Identify and discuss facts related to automobile accidents and injuries</li> <li>● Communicate the importance of wearing a safety belt</li> <li>● Explain why they should always wear a safety belt and remind others to do so</li> </ul>
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### Suggested Resources/Technology Tools

#### [Healthy Lifestyle Choices Resource - Grade 5](#)

HLC Lesson 1 - Consequences of Actions activity sheet

HLC Lesson 2 - [Resource on sports injuries](#)

HLC Lesson 3 - Wheeled Sports Safety activity sheet

[Resource on bike safety](#)

HLC Lesson 4 - Car Safety Word Scramble activity sheet

### Modifications

#### ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

#### Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

#### 504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- ☒ Act as a responsible and contributing community members and employee
- ☐ Attend to financial well-being
- ☒ Consider the environmental, social and economic impacts of decisions
- ☐ Demonstrate creativity and innovation
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them
- ☒ Model integrity, ethical leadership and effective management
- ☐ Plan education and career paths aligned to personal goals
- ☐ Use technology to enhance productivity increase collaboration and communicate effectively
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