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Cliffside Park Public Schools

GRADE: Fifth

Unit Name: Unit IV: Community Health Skills

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. (i.e. being able to communicate the need for help in different situations)**
- **To determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors.**
- **To analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others**
- **To summarize the common causes of intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school, and in the community**
- **To analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development .**

Duration: May/June

Essential Questions

- **How do our personal core values impact the behaviors of others.**
- **How does participating in social and health organizations impact our community?**
- **In what ways can we use safety procedures to lower the risk of injuring ourselves or others?**



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Enduring Understandings

- Personal core ethical values impact the behavior of oneself and others.
- Many factors at home, school, and in the community impact social and emotional health.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Participation in social and health- or service-organization initiatives have a positive social impact.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others
- Service projects provide an opportunity to have a positive impact on the lives of self and others.

NJSLS Comprehensive Health and Physical Education Standards

- **2.2.6.C.1** Explain how character and core ethical values can be useful in addressing challenging situations.
- **2.1.4.E.1** Compare and contrast how individuals and families attempt to address basic human needs.
- **2.2.6.D.1** Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
- **2.1.6.D.1** Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- **2.2.6.D.1** Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

Interdisciplinary Connections

- **Language Arts**
 - Front Page News- Have students design and write a newsletter dedicated to youth safety (fire safety, bicycle safety, first-aid treatment for common or serious injuries, sports or recreation safety, and avoiding violence).
 - Make a Directory of Community Health Resources- Have the students create a directory of public and private health services that are available in your community. For each agency, include the name, address, phone number, and a description of what the agency does.
- **Science**
 - Have students research where the pulse points are on the human body and what they indicate, have them learn how to take the pulse of an adult and a baby.



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Art

- Have students work in groups making different sections of a mural that shows kids their age practicing safety in a variety of circumstances.

Tier 3 Vocabulary: body language, empathy, compassion, communicate, volunteer, public health, sanitation, natural resources, noise pollution, natural resources, reduce, reuse, recycle, conserve

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>
- <http://www.cdc.gov/HomeandRecreationalSafety/index.html>
- <http://www.cdc.gov/bam/safety/house-qa.html>



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<p>21st Century Themes and Skills:</p> <p>(CRP Standards)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p>8.1 Educational Technology</p>	<p>http://www.state.nj.us/education/cccs/2014/tech/8.pdf</p> <p>http://www.cdc.gov/bam/safety/house-qa.html</p> <p>http://www.cdc.gov/HomeandRecreationalSafety/index.html</p> <div data-bbox="718 1114 2003 1360" style="border: 1px solid black; padding: 10px;"><p>Content Area Technology</p><p>Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p></div>



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Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2

Content Statements students will:

Identify and define authentic problems and significant questions for **Indicator 8.1.2.F.1**

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions

Assessments and Performance Tasks

Activities:

SLO: 5 Goal: Students will demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. **Assessment Activity:** Through sketches students will illustrate how using interpersonal communication may impact the health of oneself or others. Students will draw/sketch a cartoon character, comic strip, or visual depiction of a safe and unsafe setting or situation. Through the sketches students will illustrate how using interpersonal communication may impact



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the health of oneself or others (i.e. communicating with a police officer to report an emergency). Students will then provide text to explain the unsafe situation. The second sketch will provide an illustration of how to avoid or deal with the same situation with verbal or nonverbal communication. Students will also provide text to explain how to safely deal with the situation. Following the review of their own and their classmates' sketches students will be asked to answer the following:

1. How did your sketch or comic strip impact the health of others who viewed it?
2. How did one of your classmates sketch or comic impact your health?

SLO: 8 Goal: Students will determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors. **Assessment Activity:** Teacher will provide students with a list of pre-conceived attitudes/assumptions related to health and wellness (i.e. takes too much time to exercise, healthy foods are always so expensive, we are thin so we must be healthy and well, etc.). Students will then compare the list to experiences they have had in their own lives regarding these preconceived notions. Students will be asked to provide an example of the preconceived notion and illustrate how it may impact their personal or family decisions regarding health and wellness in a negative manner.

SLO: 10 Goal: Students will demonstrate the ability to analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others. **Assessment Activity:** Students will choose a local issue of concern (teacher can provide examples: unsafe playground equipment, littered streets or ask students to do a community survey) and write a brief letter to the "mayor" explaining why the situation needs improvement. Include at least one suggestion to improve the concern and what effect the change will have on the student and community.

SLO: 16 Goal: Students will demonstrate the ability to summarize common causes of intentional and unintentional injuries and develop strategies to prevent or reduce the risk of injury at home,



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school, and in the community. Assessment Activity: Students placed in groups of two will select from a list of intentional or unintentional injuries provided by the teacher. Each group of students will write a newspaper article describing the injury, and how the injury could be avoided or prevented. Students should research appropriately to make sure they are giving correct information in their article.

<http://www.cdc.gov/bam/safety/house-qa.html>

<http://www.cdc.gov/HomeandRecreationalSafety/index.html>

SLO: 19 Goal: Students will demonstrate the ability to analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development. Assessment Activity: Working in pairs, each student selects someone they know well (friend, parent, grandparent, clergy etc.) that exemplifies positive personal assets. Each student verbally describes at least three assets that they admire to their student partner. Students then share their own personal assets with each other and create a combined list of their positive personal assets and one sentence each describing a personal experience highlighting an example or situation in which it was demonstrated.

. Assessments

- Grade 5: Unit IV Community Health Skills (See Attached)
- See SLO Goals 5, 8, 10, 16 & 19 above
- Anecdotal Notes



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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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Sources

2014 NJSLS for Comprehensive Health and Physical Education

www.state.nj.us/education/cccs/2014/chpe/standards.pdf

www.nj.gov/education

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>