



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Fifth

Unit Name: Unit I: Personal Growth/Wellness

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

Learning Objectives

- **To identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them.**
- **To determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness.**
- **To analyze personal wellness and health practices (nutrition, physical activity) to develop, implement and achieve 3 personal health goals**

Duration: September/October/November

Essential Questions

- What dimensions of wellness will keep us healthy throughout our lives?
- What are the influences of eating patterns?
- How does early treatment of diseases impact our lives?
- How can we enhance our performance and health status over time?

Enduring Understandings

- Staying healthy is a lifelong process that includes all dimensions of wellness.
- Eating patterns are influenced by a variety of factors.
- The early detection and treatment of diseases and health conditions impacts one's health.
- Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status.



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NJSLS Comprehensive Health and Physical Education Standards

- **(2.1.6.A.1)** Explain how health data can be used to assess and improve each dimension of personal wellness.
- **(2.1.6.B.1)** Determine factors that influence food choices and eating patterns.
- **(2.1.6.B.2)** Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- **(2.1.6.C.1)** Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- **(2.6.6.A.1)** Analyze the social, emotional, and health benefits of selected physical experiences.
- **(2.6.6.A.4)** Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

Interdisciplinary Connections

- **Math**
 - Have students keep track of what they eat for breakfast each day for a week
 - Using a dieter's guide or online resource, have them estimate the Calories they consumed for each day
 - Ask students to make bar graphs that illustrate and contrast the breakfast Calories the consumed each day.
 - Have students count the number of times their hearts beat in a minute. Tell them that for each beat, about 70 milliliter or 2 ounces of blood are pumped. Tell them to set up a chart to record and calculate the number of heartbeats and the amount of blood pumped in some or all of the following time intervals (1 minute, 10 minutes, 1 hours, 1 day, 1 week, 1 year, 1 decade, 1 century).
 - Have students research the cooking times and temperatures of various meats, poultry, casseroles, and other foods. Tell them to organize the information in a table.
 - Have students or groups of students use the data they find to make horizontal or vertical bar graphs of cooking times and temperatures.
 - Encourage students to set their graphs up with food items in the same order so that an easy comparison between time and temperature graphs can be made.
 - Have them compare the graphs for time and temperature to see if the patterns are similar.
 - Discuss what students discover from their graphs.



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- **Language Arts**

- Write a food magazine. Decide with the class what the name of the magazine should be. Have groups of students work on different aspects, such as articles about foods or food safety, new illustrations or photographs from old magazines, advertisements, page layout, and cover design.
- Suggest students find out about a well-known person who has not (or did not) let his or her disability or illness prevent him or her from being the best he or she could be. Some people students might research include Helen Keller, Arthur Ashe, Franklin Roosevelt, "Magic" Johnson, Vincent Van-Gogh, Stephen Hawking, and Christopher Reeve.
- Ask students to write a page or two describing the person's achievements, rather than focusing on the person's disability or disease.

- **Social Studies**

- Have students each select a country to research. Tell them to complete the following items for a display:
 - Map of the country and locator map to show the country in the world
 - Short list of major landforms
 - Picture or description of one family meal
 - Evaluation of how the meal meets the ideals of the Food Guide Pyramid

- **Science**

- Have students create an operating model of the diaphragm and lungs (Materials: 2 balloons, elastic, tape, large plastic soda bottle).
 - Tell students to have an adult cut the large end off the soda bottle.
 - Have students cut one balloon straight across about halfway from the end to provide a large piece of rubber.
 - Tell them to stretch this piece of rubber over the cut end of the soda bottle, secure it with the elastic, and then tape it in place.
 - Have students put the other balloon so that it hangs inside the mouth of the bottle with its edge pulled outside over the edge of the bottle's neck.
 - Have students pull on and release the balloon piece at the base and describe what happens to the balloon inside the bottle's neck.
 - Discuss how this model shows the functioning of the diaphragm and lungs.

- **Physical Education**

- Have students work in groups to make up a new game or invent a new sport or activity for fitness. Remind them to include, if possible, more than one type of fitness in their new sport, game, or activity. They should provide a name, list rules, and describe play. They should identify proper clothing and safety equipment. Have groups share their games with the class.



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- Have students select a day on which they take part in some kind of sport or other physical activity, and list their activity and all of their activities for that day. Have them list the number of Calories burned for these activities. (Students may share the information they find,) Next they should total their Calories burned for that day. Using food labels and/or a Calorie-counting book, have them decide on some healthy meals and snacks that would replenish the Calories they used up.

Tier 2 Vocabulary: identify, determine, analyze, summarize, predict, create, compare and contrast, demonstrate, produce, collect, research

Tier 3 Vocabulary: ultraviolet rays, sunscreen, SPF, plaque, gingivitis, orthodontia, blood pressure, cardiovascular fitness, warm-up, cool-down, flexibility, muscular strength, balanced diet, nutrients, water, fiber, carbohydrates, calories, fats, proteins, vitamins, minerals, preservatives, GMO (genetically modified organisms), gluten, organic, pesticides, pathogens, disease, infection, infectious disease, noninfectious disease, virus, bacteria, symptoms, vaccine, antibiotics, immunization, diabetes, cancer, asthma, anxiety

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://kidshealth.org/kid/feel_better/
- http://kidshealth.org/kid/index.jsp?tracking=K_Home
- <http://www.choosemyplate.gov/>



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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>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> <div data-bbox="718 802 2003 1193" 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><p>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.</p></div>



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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: 3 Goal: Students will identify specific diseases and conditions that afflict adolescents and the strategies that may be used to prevent, detect, and treat them.

Assessment Activity: Students will be placed in small groups and asked to research a specific disease or condition that affects adolescents. Diseases such as diabetes, cancer, asthma, anxiety, etc. would be appropriate to research. Students will use a piece of poster board to identify their specific disease as well as research based strategies that may be used to prevent, detect, and treat them. Each group of students will report their finding to the class.

http://kidshealth.org/kid/index.jsp?tracking=K_Home

SLO: 6 Goal: Students will determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness. **Assessment Activity:** Students will be asked to select items that are available for lunch from the school's cafeteria. They will then compare the items to the suggested food groups from MyPlate <http://www.choosemyplate.gov/>



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. After each student has compared their selected meal to the MyPlate guidelines for serving sizes, calorie management, and healthy eating tips they will report on the following.

1. How is the meal you selected beneficial to your overall wellness?
2. If you made the same meal selection (eating patterns) every day for lunch what do you think it would do to your long-term wellness?

SLO: 9 Goal: Students will demonstrate how to analyze personal wellness and health practices (nutrition, physical activity) that could be used to develop, implement, and achieve 3 personal health goals.

Assessment Activity: Students will be asked to keep a weekly log of both their nutritional intake as well as their physical activity.

Students should log their daily intake at breakfast, lunch, dinner, and any other snacks they consume during the week.

Students will also be asked to log their physical activity for the week.

Students should log the type of activity, the frequency they did it, as well as for how long they participated in the activity.

At the end of the week students will analyze their logs and set appropriate and achievable goals to improve these health and wellness practices. The goals should be monitored to evaluate if there is progress being made.

. **Assessments**

- Grade 5: Unit I: Personal Growth/ Wellness Rubric (See Attached)
- See SLO Goals 3,6,9 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>