

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HEALTH/FAMILY LIFE CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
PERSONAL HEALTH	<p>Students will be able to:</p> <ul style="list-style-type: none"> discuss the physical, social, emotional, intellectual, and spiritual dimensions of wellness. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may make a poster with magazine cut-outs labeling the images as “healthful behavior” or “risky behavior”. 	<p>“Health & Wellness” Macmillan/McGraw-Hill-2008</p> <ul style="list-style-type: none"> Unit A, Chapter 1, Lesson 1, pp.4-9 Health Masters pp. 1-2 old magazines poster board scissors, glue, etc. 	<ul style="list-style-type: none"> Assessment Book p.5 Evaluation of posters 	<p>By the end of Grade 6:</p> <p>2.1/A.1</p>
COMMUNICATION	<ul style="list-style-type: none"> summarize health information from a variety of valid and reliable health resources. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may complete a Health Behavior Contract referring to flow-charts illustrating the steps one should follow. 	<ul style="list-style-type: none"> Lesson 2, pp.10-15 Health Masters pp. iv, 3-5. 	<ul style="list-style-type: none"> Assessment Book p.6 Evaluation of contract. 	<p>2.2/A.1</p>
PLANNING AND GOAL SETTING	<ul style="list-style-type: none"> use health data and information to formulate health goals. develop strategies to support the achievement of short and long term health goals. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may work in groups, recording on index cards behaviors that illustrate particular good character traits, allowing others to name the trait. 	<ul style="list-style-type: none"> Lesson 3, pp.16-21 Health Masters pp. 6-7 index cards 	<ul style="list-style-type: none"> Assessment Book p.7 Evaluation of group activity 	<p>2.2/C.1</p> <p>2.2/C.2</p>
SOCIAL AND EMOTIONAL HEALTH	<ul style="list-style-type: none"> examine how personal assets (e.g. self-esteem, positive peer relationships) and protective factors (e.g. parental involvement) support healthy social and emotional development. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may work in group to create skits illustrating ways in which anger is managed in healthful ways. 	<ul style="list-style-type: none"> Lesson 4, pp.22-27 Health Masters pp. 8-9 	<ul style="list-style-type: none"> Assessment Book p.8 Evaluation of skits. 	<p>2.1/F.1</p>

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CHARACTER DEVELOPMENT	<p>Students will be able to:</p> <ul style="list-style-type: none"> describe actions and situations that show evidence of good character. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may work in groups to create skits demonstrating examples of positive peer pressure. 	<ul style="list-style-type: none"> Lesson 5, pp.28-33 Health Masters pp. 10-11 	<ul style="list-style-type: none"> Assessment Book p.9 Evaluation of skits. 	2.2/D.1
DISEASES AND HEALTH CONDITIONS	<ul style="list-style-type: none"> compare and contrast forms of mental illness, such as phobias, anxiety and panic disorders, and depression. 				2.1/D.5
DECISION MAKING	<ul style="list-style-type: none"> demonstrate effective decision making in health and safety situations. 				2.2/B.1
RELATIONSHIPS	<ul style="list-style-type: none"> describe how peer relationships may change during adolescence. 				2.4/A.4
SOCIAL AND EMOTIONAL HEALTH	<ul style="list-style-type: none"> describe the physical and emotional signs of stress and the short and long term impacts of stress on the human body. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may work in groups to create public service announcements (PSAs) describing healthful ways to deal with stress. Students will review chapter A1. Students may review Life Skills by completing Make Responsible Decision worksheet. 	<ul style="list-style-type: none"> Lesson 6, pp.34-39 Health Masters pp. 12-13 paper/pencil Chapter 1 Review, p.42 Health Masters p. 14 	<ul style="list-style-type: none"> Assessment Book p.10 Evaluation of PSAs Chapter Test pp.11-15 Evaluation of decisions 	2.1/F.4

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CHARACTER DEVELOPMENT	<p>Students will be able to:</p> <ul style="list-style-type: none"> discuss the characteristics of a role model and how role models influence the personal goals and ethical standard of others. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may design a magazine ad in which positive, healthful relationships are used to promote a product. 	<ul style="list-style-type: none"> Unit A, Chapter 2, Lesson 1, pp.49-51 Health Masters pp.15-16 drawing paper/crayons 	<ul style="list-style-type: none"> Assessment Book p.16 Evaluation of ads 	2.2/D.2
LEADERSHIP, ADVOCACY AND SERVICE	<ul style="list-style-type: none"> compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role. formulate and express a position on health issues and educate peers about the health issue or cause. 				2.2/E.1
RELATIONSHIPS	<ul style="list-style-type: none"> investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs. 				2.2/E.6
COMMUNICATION	<ul style="list-style-type: none"> demonstrate and evaluate the effective use of communication skills, including refusal, negotiation and assertiveness. describe and demonstrate active and reflective listening. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may orally identify the methods by which they communicated five ideas today. 	<ul style="list-style-type: none"> Lesson 2, pp.52-57 Health Masters pp.17-18 	<ul style="list-style-type: none"> Assessment Book p.17 Evaluation of methods 	2.4/A.2 2.2/A.3 2.2/A.4

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SOCIAL AND EMOTIONAL HEALTH	<p>Students will be able to:</p> <ul style="list-style-type: none"> • choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying. • describe home, school, and community efforts to prevent conflict, violence, harassment, and violence. • discuss how stereotyping might influence one's goals, choices, and behaviors. 	<ul style="list-style-type: none"> • Students will read and discuss information found in text. • Students may make a comic strip illustrating the steps in conflict resolution. • Students may interpret conflict resolution by completing Ways to Resolve Conflict worksheet. 	<ul style="list-style-type: none"> • Lesson 3, pp.58-63 • Health Masters pp.19-21 • drawing paper/crayons 	<ul style="list-style-type: none"> • Assessment Book p.18 • Evaluation of comic • Evaluation of resolutions 	<p>2.1/F.2</p> <p>2.1/F.3</p> <p>2.1/F.6</p>
RELATIONSHIPS	<ul style="list-style-type: none"> • compare and contrast the interconnected and cooperative roles of family members. 	<ul style="list-style-type: none"> • Students will read and discuss information found in text. • Students may create a diary entry describing cooperation displayed in family routines during a typical day. 	<ul style="list-style-type: none"> • Lesson 4, pp.64-67 • Health Masters pp.22-23 • paper/pencil 	<ul style="list-style-type: none"> • Assessment Book p.19 • Evaluation of diary entry 	<p>2.4/A.1</p>
DECISION MAKING	<ul style="list-style-type: none"> • analyze the influence of family, peers, and the media on health decisions, and investigate how conflicting interests may influence decisions and choices. 				<p>2.2/B.2</p>
SOCIAL AND EMOTIONAL HEALTH	<ul style="list-style-type: none"> • compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss and separation. 	<ul style="list-style-type: none"> • Students will read and discuss information found in text. • Students may create an information pamphlet detailing help available for families dealing with change. • Students may interpret family cooperation by completing Family Chore Schedule worksheet. 	<ul style="list-style-type: none"> • Lesson 5, pp.68-73 • Health Masters pp.24-27 • paper/pencil/crayons 	<ul style="list-style-type: none"> • Assessment Book p.20 • Evaluation of pamphlet • Evaluation of schedule 	<p>2.1/F.5</p>

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RELATIONSHIPS	<p>Students will be able to:</p> <ul style="list-style-type: none"> describe the characteristics of a healthy relationship and discuss factors that support and sustain it. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may create Venn diagrams illustrating the comparisons and contrasts between them and their friend. 	<ul style="list-style-type: none"> Lesson 6, pp.74-79 Health Masters pp.28-29 paper/pencil 	<ul style="list-style-type: none"> Assessment Book p.21 Evaluation of diagrams 	2.4/A.3
DECISION MAKING	<ul style="list-style-type: none"> analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made. explain how personal ethics influence decision making. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may write an article about ways that one can handle negative peer pressure. 	<ul style="list-style-type: none"> Lesson 7, pp.80-83 Health Masters pp.30-31 paper/pencil 	<ul style="list-style-type: none"> Assessment Book p.22 Evaluation of article 	2.2/B.3
GROWTH AND DEVELOPMENT	<ul style="list-style-type: none"> compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness. 	<ul style="list-style-type: none"> Students will review chapter A2. Students may review Life Skills by completing Use Resistance Skills worksheet. Students will read and discuss information found in text. Students may create a table, labeling columns, System, Function, Organs, adding information as they learn each system in the chapter. Students may interpret systems by completing The Skeletal System and How Muscles Work worksheet. 	<ul style="list-style-type: none"> Chapter 2 Review, p.86 Health Masters p. 32 Unit B, Chapter 3, Lesson 1, pp.4-9 Health Masters pp.33-36 paper/pencil 	<ul style="list-style-type: none"> Chapter Test pp.23-27 Evaluation of skills Assessment Book p.28 Evaluation of table Evaluation of systems 	2.2/B.4 2.1/B.1

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GROWTH AND DEVELOPMENT	<p>Students will be able to:</p> <ul style="list-style-type: none"> compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may add information to their System table from previous lesson. Students may interpret systems by completing The Respiratory System and The Circulatory System worksheet. 	<ul style="list-style-type: none"> Lesson 2, pp.10-13 Health Masters pp.37-40 paper/pencil 	<ul style="list-style-type: none"> Assessment Book p.29 Evaluation of table Evaluation of systems 	2.1/B.1
SEXUALITY	<ul style="list-style-type: none"> compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness describe the individual growth patterns of males and females during adolescence. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may add information to their System table from previous lesson. Students may interpret systems by completing Digestive System and Nervous System worksheet. 	<ul style="list-style-type: none"> Lesson 3, pp.14-19 Health Masters pp.41-45 paper/pencil 	<ul style="list-style-type: none"> Assessment Book p.30 Evaluation of table Evaluation of systems 	2.1/B.1 2.4/B.1
GROWTH AND DEVELOPMENT	<ul style="list-style-type: none"> compare the rate of physical., social, emotional, and intellectual change and growth occurring during various life stages. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may create a sample timeline for an eighty-year-old, denoting significant stages in his/her development. 	<ul style="list-style-type: none"> Lesson 4, pp.20-25 Health Masters pp.46-47 drawing paper/crayons 	<ul style="list-style-type: none"> Assessment Book p.31 Evaluation of timeline 	2.1/B.2
	<ul style="list-style-type: none"> discuss how heredity and physiological changes contribute to an individual's uniqueness. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may create a family tree indicating inherited traits. 	<ul style="list-style-type: none"> Lesson 5, pp.26-29 Health Masters pp.48-49 drawing paper/crayons 	<ul style="list-style-type: none"> Assessment Book p.32 Evaluation of family tree 	2.1/B.3

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<p>NUTRITION</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • compare food choices based on nutrient content and value, calories, and cost, and create a healthy food plan. • discuss factors that influence food choices. • analyze nutrition information on food packages and labels. • discuss the short and long term benefits and risks associated with nutritional choices. 	<ul style="list-style-type: none"> • Students will review chapter B3. • Students may review Life Skills by completing Practice Healthful Behaviors worksheet. • Students will read and discuss information found in text. • Students may interpret nutritional needs by completing MyPyramid worksheet. • Students will read and discuss information found in text. • Students may create a table listing six influences on food choice and the particular food chosen. • Students may interpret a balanced diet by completing Serving Sizes and Food Labels worksheet. • Students will read and discuss information found in text. • Students may create an illustrated booklet of food safety tips. 	<ul style="list-style-type: none"> • Chapter 3 Review, p.32 • Health Masters p. 50 • Unit B, Chapter 4, Lesson 1, pp.36-41 • Health Masters pp.51-54 • Lesson 2, pp.42-47 • Health Masters pp.55-58 • paper/pencil • Lesson 3, pp.50-55 • Health Masters pp.60-61 • drawing paper/crayons 	<ul style="list-style-type: none"> • Chapter Test pp.33-37 • Evaluation of skills • Assessment Book p.38 • Evaluation of pyramid • Assessment Book p.39 • Evaluation of table • Evaluation of nutrition information • Assessment Book p.40 • Evaluation of booklets 	<p>2.1/C.2</p> <p>2.1/C.1</p> <p>2.1/C.3</p> <p>2.1/C.4</p>

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NUTRITION	<p>Students will be able to:</p> <ul style="list-style-type: none"> discuss the short and long term benefits and risks associated with nutritional choices. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may orally rank their favorite snack on a scale from least to most healthful and suggest a better snack, if necessary. Students may interpret weight management by completing Calorie Chart worksheet. Students will review chapter B4. Students may review Life Skills by completing Analyze What Influences Your Health worksheet. 	<ul style="list-style-type: none"> Lesson 4, pp.56-61 Health Masters pp.62-64 Chapter 4 Review, p.62 Health Masters p. 59 	<ul style="list-style-type: none"> Assessment Book p.41 Evaluation of ranking Evaluation of chart Chapter Test pp.42-46 Evaluation of skills 	2.1/C.4
PERSONAL HEALTH	<ul style="list-style-type: none"> discuss how health knowledge, health choices, self control, resistance and self-management skills influence wellness. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may orally discuss causes and preventions of skin problems. Students may interpret body care by completing Your Skin worksheet. Students will read and discuss information found in text. Students may orally discuss causes and preventions of dental problems. Students may interpret body care by completing Vision Problems worksheet. 	<ul style="list-style-type: none"> Unit C, Chapter 5, Lesson 1, pp.4-9 Health Masters pp.65-67 Lesson 2, pp.10-15 Health Masters pp.68-70 	<ul style="list-style-type: none"> Assessment Book p.47 Evaluation discussion Evaluation responses Assessment Book p.48 Evaluation discussion Evaluation responses 	2.1/A.4

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<p>SAFETY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • compare and contrast the incidence and characteristics of common intentional (e.g. assault, homicide) and unintentional (e.g. sports, traffic) injuries in adolescents. • analyze the short and long term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries. • demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding. 	<ul style="list-style-type: none"> • Students will review chapter C5. • Students may review Life Skills by completing Access Health Products worksheet. • Students will read and discuss information found in text. • Students may write/perform a song about safety rules for the home. • Students may interpret home safety by completing Smoke Detectors worksheet. • Students will read and discuss information found in text. • Students may write a story about a character that follows safety rules for the outdoors. • Students may interpret home safety by completing Rules for Walking worksheet. • Students will read and discuss information found in text. • Students may create pictures depicting safety during natural disasters. • Students may interpret emergencies by completing How to Handle Emergencies worksheet. 	<ul style="list-style-type: none"> • Chapter 5 Review, p.38 • Health Masters p. 78 • Unit C, Chapter 6, Lesson 1, pp.42-47 • Health Masters pp.79-82 • paper/pencil • musical instruments • Lesson 2, pp.48-53 • Health Masters pp.83-86 • paper/pencil • Lesson 3, pp.54-59 • Health Masters pp.87-89 • drawing paper/crayons 	<ul style="list-style-type: none"> • Chapter Test pp.52-56 • Evaluation of skills • Assessment Book p.57 • Evaluation of song • Evaluation of safety • Assessment Book p.58 • Evaluation of story • Evaluation of safety • Assessment Book p.59 • Evaluation of pictures • Evaluation of charts 	<p style="text-align: center;">2.1/E.1</p> <p style="text-align: center;">2.1/E.2</p> <p style="text-align: center;">2.1/E.3</p>

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SAFETY	<p>Students will be able to:</p> <ul style="list-style-type: none"> demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may create poster depicting information researched from vocabulary terms in lesson. Students may interpret first aid by completing Facts on First Aid. 	<ul style="list-style-type: none"> Lesson 4, pp.60-65 Health Masters pp.90-92 poster board/markers 	<ul style="list-style-type: none"> Assessment Book p.60 Evaluation of posters Evaluation of facts 	2.1/E.3
SOCIAL AND EMOTIONAL HEALTH	<ul style="list-style-type: none"> choose and justify appropriate strategies to deal with conflict, violence, and bullying. describe home, school, and community efforts to prevent conflict, violence, & bullying. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may write a paragraph explaining the characteristics of a good mediator. 	<ul style="list-style-type: none"> Lesson 5, pp.66-71 Health Masters pp.93-95 paper/pencil 	<ul style="list-style-type: none"> Assessment Book p.61 Evaluation of paragraphs 	2.1/F.2
SAFETY	<ul style="list-style-type: none"> discuss the physical, social, and emotional impacts of abuse and discuss what to do if abuse is suspected or occurs. 				2.1/F.3
LEADERSHIP, ADVOCACY AND SERVICE	<ul style="list-style-type: none"> evaluate group contributions toward the achievement of a goal and analyze a group's ability to improve its performance. develop and articulate a group's goals and visions. compare the use of cooperative strategies to achieve a group goal and keep a group from conflict. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may create posters illustrating fun group activities. 	<ul style="list-style-type: none"> Lesson 6, pp.74-77 Health Masters pp.97-98 poster board/markers 	<ul style="list-style-type: none"> Assessment Book p.62 Evaluation of posters 	2.1/E.4 2.2/E.2 2.2/E.3 2.2/E.4

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<p style="text-align: center;">MEDICINES</p> <p style="text-align: center;">DEPENDENCY/ ADDICTION AND TREATMENT</p> <p style="text-align: center;">ALCOHOL, TOBACCO AND OTHER DRUGS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • discuss factors to consider when choosing over-the-counter medicine. • discuss medicines used to treat common diseases and health conditions. • discuss the safe administration and storage of over-the-counter and prescription medicines. • describe the factors that impact the effectiveness of a medicine. • describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency and addiction. • describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries. 	<ul style="list-style-type: none"> • Students will review chapter C6. • Students may review Life Skills by completing Resolve Conflicts worksheet. • Students will read and discuss information found in text. • Students may create a table depicting brand-name medicines and their generic drug equivalents. • Students may interpret medicine by completing Drugs and Your Health worksheet. • Students will participate in the DARE program with officers from the Township of Franklin Police Department to learn how to stay drug and violence free. • Students will read and discuss information found in text. • Students may create a drawing depicting healthful ways to relax. • Students may interpret alcohol by completing Alcohol and Health worksheet. 	<ul style="list-style-type: none"> • Chapter 6 Review, p.78 • Health Masters p. 96 • Unit D, Chapter 7, Lesson 1, pp.4-9 • Health Masters pp.99-102 • paper/pencil • DARE officers/materials • Lesson 2, pp.10-15 • Health Masters pp.103-106 • drawing paper/crayons 	<ul style="list-style-type: none"> • Ch. Test pp.63-67 • Evaluation of skills • Assessment Book p.68 • Evaluation of tables • Evaluation of facts • Successful completion of DARE program • Assessment Book p.69 • Evaluation of drawings • Evaluation of facts 	<p style="text-align: center;">2.3/A.1</p> <p style="text-align: center;">2.3/A.2</p> <p style="text-align: center;">2.3/A.3</p> <p style="text-align: center;">2.3/A.4</p> <p style="text-align: center;">2.3/C.1</p> <p style="text-align: center;">2.3/B.3</p>

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<p style="text-align: center;">ALCOHOL, TOBACCO AND OTHER DRUGS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe how tobacco use contributes to the incidence of respiratory diseases, cancer and cardiovascular disease. • describe ways to reduce the health impact of tobacco smoke on nonsmokers. 	<ul style="list-style-type: none"> • Students will read and discuss information found in text. • Students may work in groups to create skits depicting refusal skills used if offered cigarettes. • Students may interpret tobacco by completing Tobacco and Health worksheet. 	<ul style="list-style-type: none"> • Lesson 3, pp.16-21 • Health Masters pp.107-109 	<ul style="list-style-type: none"> • Assessment Book p.70 • Evaluation of skits • Evaluation of facts 	<p style="text-align: center;">2.3/B.1</p> <p style="text-align: center;">2.3/B.2</p>
	<ul style="list-style-type: none"> • describe the short and long term physical and behavioral effects of inhalant use including brain, heart, and lung damage and death. • discuss the classifications of illegal drugs and controlled substances and give examples of each. • describe the physical and behavioral effects of each classification of drugs. • describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use. 	<ul style="list-style-type: none"> • Students will read and discuss information found in text. • Students may create index cards listing enjoyable activities on one side and the illegal drugs that may disrupt each on the other. • Students may interpret illegal drugs by completing Other Drugs to Avoid worksheet. 	<ul style="list-style-type: none"> • Lesson 4, pp.24-29 • Health Masters pp.111-115 • index cards 	<ul style="list-style-type: none"> • Assessment Book p.71 • Evaluation of cards • Evaluation of diagrams 	<p style="text-align: center;">2.3/B.4</p> <p style="text-align: center;">2.3/B.5</p> <p style="text-align: center;">2.3/B.6</p> <p style="text-align: center;">2.6/B.4</p>

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DEPENDENCY/ ADDICTION AND TREATMENT	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify ways to quit using alcohol, tobacco, and other drugs/discuss factors that support an individual to quit. • discuss factors that contribute to the use and abuse of alcohol, tobacco, other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models. • describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug free lifestyle. 	<ul style="list-style-type: none"> • Students will read and discuss information found in text. • Students may write a paragraph about the emotions they would feel if someone they admired had been arrested for using illegal drugs. • Students may interpret illegal drugs by completing Steps to Drug Recovery worksheet. 	<ul style="list-style-type: none"> • Lesson 5, pp.30-35 • Health Masters pp.116-118 • paper/pencil 	<ul style="list-style-type: none"> • Assessment Book p.72 • Evaluation of paragraphs • Evaluation of steps 	<p style="text-align: center;">2.3/C.2</p> <p style="text-align: center;">2.3/C.3</p> <p style="text-align: center;">2.3/C.4</p>
LEADERSHIP, ADVOCACY AND SERVICE	<ul style="list-style-type: none"> • discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness. 	<ul style="list-style-type: none"> • Students will read and discuss information found in text. • Students may create a classroom paper chain, listing as many reasons as possible to remain drug-free on each link . 	<ul style="list-style-type: none"> • Lesson 6, pp.36-39 • Health Masters pp.119-120 • construction paper/glue 	<ul style="list-style-type: none"> • Assessment Book p.73 • Evaluation of chains 	<p style="text-align: center;">2.2/E.7</p>
ALCOHOL, TOBACCO AND OTHER DRUGS	<ul style="list-style-type: none"> • discuss the legal and financial consequences of the use, sale, and possession of illegal substances. 				<p style="text-align: center;">2.3/B.8</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>DISEASES AND HEALTH CONDITIONS</p> <p>ALCOHOL, TOBACCO AND OTHER DRUGS</p> <p>DISEASES AND HEALTH CONDITIONS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • differentiate among communicable, non-communicable, acute, chronic, and health conditions. • discuss the relationship between injecting drug use and diseases, such as HIV/AIDS and hepatitis. • discuss the use of public health strategies to prevent diseases and health conditions. • compare and contrast methods used to diagnose and treat disease and health conditions. 	<ul style="list-style-type: none"> • Students will review chapter C7. • Students may review Life Skills by completing Be a Health Advocate worksheet. • Students will read and discuss information found in text. • Students may create a pamphlet about the movement of pathogens. • Students will read and discuss information found in text. • Students may create a drawing of the body, illustrating its several defenses. • Students will read and discuss information found in text. • Students may role-play doctors and patients, discussing symptoms and diagnoses. • Students may interpret symptoms by completing Signs of Illness worksheet. 	<ul style="list-style-type: none"> • Chapter 7 Review, p.40 • Health Masters p. 110 • Unit D, Chapter 8, Lesson 1, pp. 44-49 • Health Masters pp.121-122 • drawing paper/crayons • Lesson 2, pp. 50-55 • Health Masters pp.123-124 • drawing paper/crayons • Lesson 3, pp. 56-59 • Health Masters pp.125-127 	<ul style="list-style-type: none"> • Chapter Test pp.74-78 • Evaluation of skills • Assessment Book p.79 • Evaluation of pamphlets • Assessment Book p.80 • Evaluation of drawings • Assessment Book p.81 • Evaluation of role-play • Evaluation of responses 	<p>2.1/D.2</p> <p>2.3/B.7</p> <p>2.1/D.4</p> <p>2.1/D.1</p>

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PERSONAL HEALTH	<p>Students will be able to:</p> <ul style="list-style-type: none"> describe the appropriate use of healthcare and personal hygiene products. discuss how technology impacts wellness. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may create a television ad for a healthcare item and discuss the appeal to consumers. 	<ul style="list-style-type: none"> Unit E, Chapter 9, Lesson 1, pp. 4-9 Health Masters pp.135-137 	<ul style="list-style-type: none"> Assessment Book p.90 Evaluation of ads Evaluation of responses 	2.1/A.2
COMMUNICATION	<ul style="list-style-type: none"> compare and contrast the economic and social purposes of health messages presented in the media. 	<ul style="list-style-type: none"> Students may interpret consumerism by completing What Smart Consumers Know worksheet. 			2.1/A.5
HEALTH SERVICES AND CAREERS	<ul style="list-style-type: none"> categorize health and fitness services available in school and community and demonstrate how to access. 				2.2/A.5
COMMUNICATION	<ul style="list-style-type: none"> present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may create a public service announcement poster informing consumers to beware of false claims in health ads. Students may interpret consumerism by completing Anna's Budget page. 	<ul style="list-style-type: none"> Lesson 2, pp. 10-13 Health Masters pp.138-140 poster board/markers 	<ul style="list-style-type: none"> Assessment Book p.91 Evaluation of posters Evaluation of responses 	2.2/F.1
LEADERSHIP, ADVOCACY AND SERVICE	<ul style="list-style-type: none"> discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community based health or service organizations. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may create poster encouraging volunteerism in the community. 	<ul style="list-style-type: none"> Lesson 3, pp. 16-21 Health Masters pp.142-143 poster board/markers 	<ul style="list-style-type: none"> Assessment Book p.92 Evaluation of posters 	2.2/A.2
					2.2/E.5

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HEALTH SERVICES AND CAREERS	<p>Students will be able to:</p> <ul style="list-style-type: none"> investigate health and fitness career opportunities. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may create a poster encouraging young people to enter professions in the health field. Students may interpret careers by completing Careers in Health and Fitness worksheet. Students will review chapter E9. Students may review Life Skills by completing Use Communication Skills worksheet. 	<ul style="list-style-type: none"> Lesson 4, pp. 22-27 Health Masters pp.144-146 poster board/markers Chapter 9 Review, p.28 Health Masters p. 141 	<ul style="list-style-type: none"> Assessment Book p.93 Evaluation of posters Evaluation of responses Ch. Test pp.94-98 Evaluation of skills 	2.2/F.2
LEADERSHIP, ADVOCACY AND SERVICE	<ul style="list-style-type: none"> discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness. 	<ul style="list-style-type: none"> Students will read and discuss information found in text. Students may create a poster alerting the community of what to do during a smog alert. Students will read and discuss information found in text. Students may research garbage disposal and create a chart illustrating the historical growth of landfills. Students will read and discuss information found in text. Students may create PSAs on water conservation. Students may interpret environment by completing Conservation worksheet. 	<ul style="list-style-type: none"> Unit E, Chapter 10, Lesson 1, pp. 32-37 Health Masters pp.147-148 poster board/markers Lesson 2, pp. 40-45 Health Masters pp.150-151 paper/pencil Lesson 3, pp. 46-49 Health Masters pp.152-154 	<ul style="list-style-type: none"> Assessment Book p.99 Evaluation of posters Assessment Book p.100 Evaluation of charts Assessment Book p.101 Evaluation of PSAs Evaluation responses 	2.2/E.7

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SEXUALITY	Students will be able to: <ul style="list-style-type: none"> • identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them. • discuss how parents, peers, and the media influence attitudes about sexuality. 	<ul style="list-style-type: none"> • Students will participate in the Family Life program with the school nurse and the school physical education teacher. 	<ul style="list-style-type: none"> • School nurse/materials • School physical education teacher/materials 	<ul style="list-style-type: none"> • Successful completion of Family Life program 	2.4/B.5
PREGNANCY AND PARENTING	<ul style="list-style-type: none"> • discuss fertilization, embryonic development, and fetal development. • describe the signs and symptoms of pregnancy. • recommend prenatal practices that support a healthy pregnancy. • discuss the potential challenges faced by adolescent parents and their families. • recommend sources of information and help for parents. 				2.4/B.6
MOTOR SKILL DEVELOPMENT	<ul style="list-style-type: none"> • utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. 	<ul style="list-style-type: none"> • Students will participate in the 5TH grade physical education program with the school physical education teacher. 	<ul style="list-style-type: none"> • School physical education teacher/materials 	<ul style="list-style-type: none"> • Successful completion of physical education program 	2.4/C.1 2.4/C.2 2.4/C.3 2.4/C.4 2.4/C.5
FITNESS	<ul style="list-style-type: none"> • apply health related fitness skill. 				2.5/A-E 2.6/B.3 2.6/C1-5