

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Health



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: Health and Physical Education	
Course Title: Health	
Grade Level: 5	
Unit Title	Pacing Guide in Days
Unit 1: Physical Wellness	4 days (Health is conducted one day a week for half the school year).
Unit 2: Safety	4 days (Health is conducted one day a week for half the school year).
Unit 3: Persona and Mental Health	10 days (Health is conducted one day a week for half the school year).

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Health and Physical Education	
Unit Title: Unit 1 Physical Wellness	Duration: 4 days Health is conducted one day a week for half the school year
Target Course/Grade Level: 5	
Introduction/Unit Focus: In this unit, students will learn how taking care of their bodies through regular activity and healthy eating can help them stay strong, focused, and full of energy. Physical fitness means being able to move and handle daily activities or unexpected challenges without becoming too	

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tired. Students will explore how different levels of activity, whether light, moderate, or intense affect the way the body functions and how much energy it uses.

The unit also focuses on lifelong fitness, which means making physical activity a regular part of daily life, not just during sports or PE class. Students will learn that staying active doesn't require being the best at a sport or winning a competition. Instead, it's about setting personal goals, enjoying movement, practicing teamwork, and making choices that keep the body and mind healthy over time. They will also discuss the risks of being inactive and how staying active helps prevent illness, injury, and stress.

Along with fitness, students will study nutrition and how food fuels the body. They will discover why eating a balanced diet is important, how to choose healthy foods, and how too much sugar, fat, or unhealthy portions can affect the way they feel and grow. The unit will also explore how age, family health history, and lifestyle choices influence what each person's body needs. By understanding the connection between food, activity, and health, students will be better prepared to make smart choices that support their well-being now and in the future.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

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Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Physical Fitness

Lifelong Fitness

Nutrition

Comprehensive Health and Physical Education Practices

Physical Fitness

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without

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	losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).	-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.2: Accept and respect others of all skill levels and abilities during participation. -2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate 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).
Wellness is maintained, and gains occur over time (dimensions and components of health) when	-2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

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participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.	-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).
Personal and community resources can support physical activity.	-2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.	-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.2: Create a healthy meal based on nutritional content, value, calories, and cost. -2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

- Reading Standards for Informational Text
 - RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
 - RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Writing Standards
 - W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Speaking and Listening Standards
 - SL.PE.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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Science

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3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ➤ Describe how the body's systems can get stronger and work better with regular physical activity. ➤ Identify how physical activity, nutrition, and body composition are connected to overall health. ➤ Explain how different types of exercise improve either skill-related or health-related fitness. ➤ Explore how age, gender, family history, training, and daily habits affect personal fitness levels.

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- Describe the physical, emotional, and social benefits of being active on a regular basis.
- Investigate how technology can be used to improve fitness and track physical activity.

Unit Enduring Understandings:

Students will know...

- Each part of fitness can be improved through different types of physical activity.
- Physical activity is important for staying healthy in both the body and mind.
- Fitness plans can be made using self-assessments and improved with the help of technology.
- There are ways to take charge of personal fitness by setting goals and building healthy habits.
- The FITT principle helps guide how often, how hard, how long, and what kind of activities people should do to stay fit:
 - Frequency - How often
 - Intensity - How hard
 - Time - How long
 - Type - What kind

Unit Essential Questions:

- Why is regular physical activity important for health?
- What are the five main components of fitness, and how can you improve them?
- How does being active affect your physical, emotional, and social well-being?
- What are some personal and community tools or resources that support being physically active?
- What factors, like age, gender, or habits can affect someone's fitness level?

Instructional Plan

- Students will demonstrate an understanding that physical fitness is a component of healthful living.
- Students will be able to describe the physical, social, and emotional benefits of regular physical activity.
- Students will learn how to accept and respect others of all skill levels and abilities during participation.
- Students will develop the knowledge to create a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- Students will determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- Students will be able to explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Students will be able to create a balanced meal.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments
- Pre-test, test, and daily work

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks: (When appropriate)

- Presentations

Suggested Options for Differentiation

Special Education

- Use visuals, diagrams, and multimedia to explain abstract health concepts
 - Pre-teach key vocabulary (nutrition, safety, body systems, wellness terms)
 - Provide guided notes or graphic organizers for lessons
 - Offer small group instruction with reteaching and practice opportunities
 - Allow extended time for assignments, projects, and assessments
 - Provide alternative ways to demonstrate learning (oral response, project, visual display)
 - Adapt health activities for physical or cognitive needs (simplify directions, provide prompts, chunk tasks)
 - Follow all IEP modifications and ensure access to assistive technology
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Students with 504 Plans

- Provide extended time for written or performance-based assessments
 - Allow oral responses or alternate formats for assignments
 - Offer preferential seating or positioning for participation and safety
 - Provide access to assistive devices or supports as required by the 504 plan
 - Modify workload or break tasks into smaller, manageable steps
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Students at Risk of Failure

- Provide structured outlines, guided notes, or highlighted key points
 - Break complex concepts (nutrition labels, safety rules, decision-making) into smaller chunks
 - Offer frequent check-ins and monitoring during independent or group work
 - Pair with a peer buddy or tutor for review and reinforcement
 - Provide targeted vocabulary support and simplified language in directions
 - Reduce the number of test/quiz items without changing the learning goals
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Gifted and Talented

- Encourage application of health concepts through real-world problem-solving (e.g., designing a healthy menu, creating a safety campaign)
 - Pose open-ended questions that extend beyond the standard curriculum
 - Provide leadership opportunities in group projects and peer teaching roles
 - Allow independent research or enrichment projects in areas such as fitness, nutrition, or community health
 - Use project-based learning, simulations, or debates to extend critical thinking
 - Differentiate assessments to include higher-level synthesis, analysis, and creative presentations
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Multilingual Learners (MLs)

- Pre-teach and reinforce academic health vocabulary using visuals and realia
 - Pair with a language buddy for discussions and group work
 - Use sentence starters and word banks to support oral and written responses
 - Provide visual labels for classroom resources and materials
 - Allow oral or visual project presentations in place of extensive written work
 - Use gestures, modeling, and demonstrations to clarify directions
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Diversity and Inclusion

- Incorporate health examples and scenarios that reflect varied family backgrounds, cultures, and traditions
- Provide alternative assignments to respect cultural or religious differences in health topics (e.g., nutrition, body awareness, family roles)
- Display inclusive visuals and media that represent diverse students and families
- Encourage family participation in health-related projects or assignments

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- Create a respectful environment for sensitive discussions (puberty, personal safety, social-emotional health)
- Establish routines that ensure every student's voice is valued and respected

Supplemental Resources

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: Health and Physical Education

Unit Title: Unit 2 Safety

Duration: 4 days Health is conducted one day a week for half the school year

Target Course/Grade Level: 5

Introduction/Unit Focus:

In this unit, students will learn how to keep themselves safe and make smart choices about their health and well-being. Personal safety means being aware of what's happening around you and understanding how to avoid dangerous situations. Students will learn how to recognize risky or uncomfortable situations and know when and how to ask for help. They will also explore ways to protect themselves from getting hurt or sick, and how staying alert and making safe decisions can prevent accidents and illness.

The unit will also focus on different health conditions and the importance of taking care of your body to stay well. Students will learn about illnesses that can spread from person to person, and how good hygiene, vaccines, regular check-ups, and healthy habits help protect themselves and others. They'll also understand how medicine works, the importance of following directions when taking medicine, and the risks of using medicine the wrong way.

Additionally, this unit will help students understand the effects of alcohol, tobacco, and other drugs on the body and mind. They will learn about the short- and long-term consequences of drug use, and how it can impact not only the person using the substance, but also their family and community. Students will also explore how people can become addicted and what support systems and resources are available for those who need help. Knowing who to turn to, like a

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parent, teacher, school counselor, nurse, or other trusted adult can make a big difference in staying safe and healthy.

By the end of this unit, students will be better prepared to make responsible decisions, avoid harmful substances, and support others in making healthy choices too.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

2. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and

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- ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
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Disciplinary Concepts and Core Ideas

Personal Safety

Health Conditions, Diseases, and Medicines

Alcohol, Tobacco and other Drugs

Dependency, Substances Disorder, and Treatment

Comprehensive Health and Physical Education Practices

Personal Safety

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

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Health Conditions, Diseases and Medicines	Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly
Alcohol, Tobacco and other Drugs	Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.
Dependency, Substances Disorder and Treatment	Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer

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	leadership individual, mental health specialist, parents, social worker).
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
There are strategies that individuals can use to communicate safely in an online environment.	2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
There are actions that individuals can take to help prevent diseases and stay healthy.	2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.	2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
The short- and long-term effects of substance abuse are dangerous and harmful to one's health.	2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
The short- and long-term effects of substance abuse are dangerous and harmful to one's health.	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.
The use/abuse of alcohol, tobacco, and drugs can have unintended consequences	2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual

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but there are resources available for individuals and others affected by these situations.	who is struggling with the use/abuse of alcohol or drugs. 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
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- Speaking and Listening Standards
 - SL.PE.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.

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

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

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- Science
 - 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and

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new ways of thinking and/or innovative solutions.	deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

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	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Knowledge and Skills	
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ➤ Communicate clearly and respectfully with others, both in person and online. ➤ Explain how to make safe decisions and set personal health goals. ➤ Identify and explain healthy versus unhealthy relationships. ➤ Understand how to protect themselves in unsafe or uncomfortable situations. ➤ Recognize and respect personal and general space in different situations. ➤ Identify the effects of alcohol, tobacco, and drugs on the body and mind. ➤ List ways to stay healthy and safe, and explain how those actions help prevent illness and injury.	
Unit Enduring Understandings: <i>Students will know...</i> ➤ Knowing how to say no and where to find help is important for staying safe and healthy. ➤ Setting personal boundaries and recognizing unsafe situations are key to personal safety. ➤ Practicing good hygiene, getting vaccines, and using health services can reduce the spread of diseases. ➤ Healthy decision-making helps prevent disease, injury, and risky behavior. ➤ Alcohol, tobacco, and other drugs can cause serious short- and long-term harm to individuals and communities. ➤ Online safety requires respectful and responsible digital communication.	

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Unit Essential Questions:

- What are the short- and long-term effects of using alcohol, tobacco, vaping products, and other drugs?
- How can your mental health affect your overall wellness?
- What skills can help you say no to unsafe or unhealthy choices?
- What should you do in emergency situations like choking, bleeding, burns, or poisoning?
- What are safe choices you can make when riding in a car or crossing the street?
- What are personal boundaries, and how can you express and protect them?
- What should you do if you're in an uncomfortable or dangerous situation?
- Who can you turn to in your school or community when you need help?
- What are signs that someone may be struggling with addiction, and what resources can help them?
- How can you prevent the spread of germs and diseases?
- How can substance use affect people's lives, including family and community members?
- What are some strategies you can use to stay safe in your environment?
- How can you use digital tools to communicate safely and respectfully?

Instructional Plan

There are many dangers including strangers, unsafe areas, medicine, fire, environment, and other risk factors to students' health that will be presented to the students. Characterize/dramatize safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school and community. First aid procedures, including the assessment of choking and breathing, control of bleeding and the care of minor wounds and burns. Abuse can take several forms, including verbal, emotional, sexual and physical (appropriate touch inappropriate touch). The characteristics of strangers, acquaintances and trusted adults demonstrate safe and appropriate ways to deal with each.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments
- Pre-test, test, and daily work

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks: (When appropriate)

- Presentations

Suggested Options for Differentiation

Special Education

- Use visuals, diagrams, and multimedia to explain abstract health concepts
 - Pre-teach key vocabulary (nutrition, safety, body systems, wellness terms)
 - Provide guided notes or graphic organizers for lessons
 - Offer small group instruction with reteaching and practice opportunities
 - Allow extended time for assignments, projects, and assessments
 - Provide alternative ways to demonstrate learning (oral response, project, visual display)
 - Adapt health activities for physical or cognitive needs (simplify directions, provide prompts, chunk tasks)
 - Follow all IEP modifications and ensure access to assistive technology
-

Students with 504 Plans

- Provide extended time for written or performance-based assessments
 - Allow oral responses or alternate formats for assignments
 - Offer preferential seating or positioning for participation and safety
 - Provide access to assistive devices or supports as required by the 504 plan
 - Modify workload or break tasks into smaller, manageable steps
-

Students at Risk of Failure

- Provide structured outlines, guided notes, or highlighted key points
 - Break complex concepts (nutrition labels, safety rules, decision-making) into smaller chunks
 - Offer frequent check-ins and monitoring during independent or group work
 - Pair with a peer buddy or tutor for review and reinforcement
 - Provide targeted vocabulary support and simplified language in directions
 - Reduce the number of test/quiz items without changing the learning goals
-

Gifted and Talented

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- Encourage application of health concepts through real-world problem-solving (e.g., designing a healthy menu, creating a safety campaign)
 - Pose open-ended questions that extend beyond the standard curriculum
 - Provide leadership opportunities in group projects and peer teaching roles
 - Allow independent research or enrichment projects in areas such as fitness, nutrition, or community health
 - Use project-based learning, simulations, or debates to extend critical thinking
 - Differentiate assessments to include higher-level synthesis, analysis, and creative presentations
-

Multilingual Learners (MLs)

- Pre-teach and reinforce academic health vocabulary using visuals and realia
 - Pair with a language buddy for discussions and group work
 - Use sentence starters and word banks to support oral and written responses
 - Provide visual labels for classroom resources and materials
 - Allow oral or visual project presentations in place of extensive written work
 - Use gestures, modeling, and demonstrations to clarify directions
-

Diversity and Inclusion

- Incorporate health examples and scenarios that reflect varied family backgrounds, cultures, and traditions
- Provide alternative assignments to respect cultural or religious differences in health topics (e.g., nutrition, body awareness, family roles)
- Display inclusive visuals and media that represent diverse students and families
- Encourage family participation in health-related projects or assignments
- Create a respectful environment for sensitive discussions (puberty, personal safety, social-emotional health)
- Establish routines that ensure every student's voice is valued and respected

Supplemental Resources

OCEAN ACADEMY CHARTER SCHOOL **Unit 3 Overview**

Content Area: Health and Physical Education

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Unit Title: Unit 3 Personal and Mental Health	Duration: 9 days Health is conducted one day a week for half the school year
Target Course/Grade Level: 5	
Introduction/Unit Focus: As we grow and change, our minds, bodies, and emotions all go through important stages of development. In this unit, students will explore how personal growth and development is a lifelong journey that includes physical, emotional, and mental changes. They will learn how their bodies grow and how changes, like those related to hormones and puberty, are natural parts of becoming older. Students will also begin to understand that all living things, including humans, may have the ability to reproduce, and that it's important to take care of all the body's systems in order to stay healthy. Along with physical growth, students will focus on emotional health, how we feel about ourselves, how we manage stress, and how we respond to different situations. They will learn that it's okay to feel many emotions and that developing healthy coping skills can help them handle tough situations. Students will also practice how to express their feelings in safe and respectful ways, know when to ask for help, and build a strong support system of trusted people. Finally, students will learn about the importance of community health services. These services help people and families stay safe, healthy, and supported, especially in times of need. From medical care and emotional support to food, shelter, and emergency aid, students will discover how these resources improve the lives of individuals and communities. By understanding how personal health connects to emotional well-being and community care, students will be better prepared to make responsible choices and support their own health and the health of others.	
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.	

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

3. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and

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career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Personal Growth and Development

Emotional Health

Pregnancy and Parenting

Social and Sexual Health

Community Health Services and Support

Comprehensive Health and Physical Education Practices

Acting as responsible and contributing member of society

Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.

Building and maintaining healthy relationships

Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others’ feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.

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Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body

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	promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.

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Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Health is influenced by the interaction of body systems.	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).
Puberty is a time of physical, social, and emotional changes.	2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. 2.1.5.PGD.4: Explain common human sexual development and the role of hormones 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.
Pregnancy can be achieved through a variety of methods.	2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

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	2.1.5.PGD.2: Explain the range of ways pregnancy can occur
Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.	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.
Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	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.
All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. 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).
Family members impact the development of their children physically, socially and emotionally.	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.
People in healthy relationships share thoughts and feelings, as well as mutual respect.	2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Community professionals and school personnel are available to assist and address health emergencies as well as provide	2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a

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reliable information.	school and in the community (e.g., counselors, medical professionals). 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
● Reading Standards for Informational Text ○ RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. ○ RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. ● Writing Standards ○ W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ● Speaking and Listening Standards ○ SL.PE.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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. ● Science ○ 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)

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You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
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Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
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Knowledge and Skills	
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ➤ Explain the connection between physical and mental well-being. ➤ Describe how good decision-making impacts personal health and safety. ➤ Identify and explain social and emotional needs that all people share. ➤ Recognize and explain the difference between appropriate and inappropriate behaviors, including those related to mental or sexual abuse. ➤ Describe personal needs and wants in various health and safety situations. ➤ Demonstrate respectful behavior when interacting with individuals with disabilities. ➤ Identify common sources of conflict at home, in school, or in the community. ➤ Collaborate with others to explore healthy ways to manage stress and resolve conflicts. ➤ Use effective communication and decision-making skills to solve conflicts with others. ➤ Dramatize real-life situations that involve stress or conflict, and model healthy resolutions.	

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- Describe and apply strategies that support positive mental health and emotional balance.

Unit Enduring Understandings:

Students will know...

- People go through many different types of changes—physical, emotional, and social—as they grow.
- Some changes can be seen (like height or body development), while others (like feelings or friendships) are not visible but just as important.
- Change can affect how people behave and how they feel about themselves.
- As individuals grow older, they are able to take on more responsibilities at home and in the community.
- Families work together and share tasks that help the household run smoothly.
- Our relationships and interactions with others have a direct impact on personal well-being and character.
- Making healthy choices, setting boundaries, and knowing when to ask for help are all important for personal safety.
- Positive mental health plays a key role in developing self-confidence and handling stress.
- Reading food labels can help people make better nutrition decisions that support overall wellness.

Unit Essential Questions:

- What is good character, and how does it help us build healthy relationships?
- How does mental health affect how we feel, act, and interact with others?
- What is the connection between how we feel emotionally and our physical health?
- How do our choices and attitudes influence our health and well-being?
- How do family members and trusted adults help us make smart health decisions?
- What are some physical changes you may notice as you grow, and how do these changes affect your behavior or feelings?
- How can conflicts be handled in safe and respectful ways?
- What are some situations that may involve inappropriate or unsafe behaviors, and how can we recognize and respond to them?
- Why is it important to understand how to read food labels?

Instructional Plan

- Bullying Prevention - Bullying can threaten students' physical and emotional safety at school and can negatively impact their ability to learn. The best way to address bullying is to stop it before it starts.
- Ethics - When making an ethical decision in everyday life, do unto others as you'd have them do unto you.
- Body Systems - Activities that will help your students learn about the body systems.
- Lyme Disease Prevention -The guidelines shall emphasize disease prevention and sensitivity for victims of the disease.

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- Growth and Development - How does your body know when to grow? How does it know when it's time to change from a kid into an adult? The endocrine system handles all these things and much more
- Nutrition (Food Labels) - Food labels offer important information, but only if we know how to read them. These activities will help your students use food labels to make healthier food choices.
- Stress - Kids experience stress in many ways. Some are overscheduled, worried or afraid, while others have butterflies before a test, event or performance. Students can perform activities that will help them identify, reduce, and avoid stress, as well as understand the difference between good and bad stress.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments
- Pre-test, test, and daily work

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks: (When appropriate)

- Presentations

Suggested Options for Differentiation

Special Education

- Use visuals, diagrams, and multimedia to explain abstract health concepts
- Pre-teach key vocabulary (nutrition, safety, body systems, wellness terms)
- Provide guided notes or graphic organizers for lessons
- Offer small group instruction with reteaching and practice opportunities
- Allow extended time for assignments, projects, and assessments
- Provide alternative ways to demonstrate learning (oral response, project, visual display)
- Adapt health activities for physical or cognitive needs (simplify directions, provide prompts, chunk tasks)
- Follow all IEP modifications and ensure access to assistive technology

Students with 504 Plans

- Provide extended time for written or performance-based assessments
 - Allow oral responses or alternate formats for assignments
 - Offer preferential seating or positioning for participation and safety
 - Provide access to assistive devices or supports as required by the 504 plan
 - Modify workload or break tasks into smaller, manageable steps
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Students at Risk of Failure

- Provide structured outlines, guided notes, or highlighted key points
 - Break complex concepts (nutrition labels, safety rules, decision-making) into smaller chunks
 - Offer frequent check-ins and monitoring during independent or group work
 - Pair with a peer buddy or tutor for review and reinforcement
 - Provide targeted vocabulary support and simplified language in directions
 - Reduce the number of test/quiz items without changing the learning goals
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Gifted and Talented

- Encourage application of health concepts through real-world problem-solving (e.g., designing a healthy menu, creating a safety campaign)
 - Pose open-ended questions that extend beyond the standard curriculum
 - Provide leadership opportunities in group projects and peer teaching roles
 - Allow independent research or enrichment projects in areas such as fitness, nutrition, or community health
 - Use project-based learning, simulations, or debates to extend critical thinking
 - Differentiate assessments to include higher-level synthesis, analysis, and creative presentations
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Multilingual Learners (MLs)

- Pre-teach and reinforce academic health vocabulary using visuals and realia
- Pair with a language buddy for discussions and group work
- Use sentence starters and word banks to support oral and written responses
- Provide visual labels for classroom resources and materials
- Allow oral or visual project presentations in place of extensive written work

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- Use gestures, modeling, and demonstrations to clarify directions
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Diversity and Inclusion

- Incorporate health examples and scenarios that reflect varied family backgrounds, cultures, and traditions
- Provide alternative assignments to respect cultural or religious differences in health topics (e.g., nutrition, body awareness, family roles)
- Display inclusive visuals and media that represent diverse students and families
- Encourage family participation in health-related projects or assignments
- Create a respectful environment for sensitive discussions (puberty, personal safety, social-emotional health)
- Establish routines that ensure every student's voice is valued and respected

Supplemental Resources

Teacher Notes