

**Winslow Township School District**  
**Grade 5**  
**Unit 2: Emotional Health**

**Overview:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Overview	Standards for Emotional Health Content	Unit Focus	Essential Questions
<b>Unit 2 Emotional Health</b>	<ul style="list-style-type: none"> <li>• 2.1.5.EH.1</li> <li>• 2.1.5.EH.2</li> <li>• 2.1.5.EH.3</li> <li>• 2.1.5.EH.4</li> <li>• WIDA1</li> </ul>	<ul style="list-style-type: none"> <li>• Students will describe a healthy child and what it means to make healthy choices.</li> <li>• Students will explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</li> <li>• Explain healthy ways of coping with common stressful situations experienced by children.</li> <li>• Students will identify common stressors.</li> <li>• Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</li> <li>• Explain healthy ways of coping with common stressful situations experienced by children.</li> <li>• Determine the benefits for oneself and others of participating in a class or school service activity.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we cope with being angry?</li> <li>• Who gets stressed out?</li> <li>• What causes stress?</li> <li>• How can we deal with stress in healthy ways?</li> <li>• Why is it so difficult for some people to access health care?</li> <li>• How do you know when you need help?</li> <li>• What’s more important: prevention or cure?</li> </ul>
<b>Unit 2: Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.</li> <li>• Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.</li> <li>• Character is who you are when no one is looking.</li> <li>• Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service</li> <li>• Knowing how and when to navigate the health care system is critical to</li> </ul>		

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	<p>maintaining wellness.</p> <ul style="list-style-type: none"><li>• The early detection of diseases and health conditions contributes to one's health and helps reduce health care costs.</li></ul>	
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Emotional Health Curriculum Unit 2	Standards		Pacing	
			Week	Unit Weeks
<b>Unit 2: Emotional Health</b>	2.1.5.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.	1	5
	2.1.5.EH.2	Identify what it means to be responsible and list personal responsibilities.	.5	
	2.1.5.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).	1	
	2.1.5.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.	1	
	2.1.5.EH.5	Explain healthy ways of coping with stressful situations.	.5	
	Assessment, Re-teach and Extension		1	

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Unit 2 Grade 5		
Core Idea	Indicator #	Performance Expectations
Many factors influence how we think about ourselves and others.	2.1.5.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
	2.1.5.EH.2	Identify what it means to be responsible and list personal responsibilities.
	2.1.5.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
There are different ways that individuals handle stress, and some are healthier than others.	2.1.5.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
	2.1.5.EH.5	Explain healthy ways of coping with stressful situations.

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Unit 2 Grade 5	
Assessment Plan	
<p>Performance Tasks:</p> <ul style="list-style-type: none"><li>• Discuss Life Skill 5, Refusal Skills, and apply to Role Play situation</li><li>• Practice Life Skill 1, Make Decision, with a partner</li><li>• Role Play healthy decision making</li><li>• Explain how parents' rules affect one's health</li><li>• Compare the various class parents' rules to each other</li><li>• Discuss student's goal to attempt to follow one parent rule</li><li>• Develop a list of positive character traits</li><li>• Define disability</li><li>• Discuss how helping others makes one feel Discuss how to access assistance from the "school helpers"</li><li>• Discuss and identify Community Health Care Workers</li></ul>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"><li>• Quizzes</li><li>• Homework</li><li>• Teacher observation</li><li>• Projects</li><li>• Self-Assessment</li><li>• Peer Assessment</li></ul>

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Resources	Activities
Drawing related to topics or content Entrance or Exit cards Game Activities Informational surveys/Questionnaires/Inventories Initiating Activities Interest Survey KWL charts and other graphic organizers Open-ended Questioning Picture Interpretation Prediction Self-evaluations Student demonstrations and discussions Student products and work samples Table Top discussions Teacher observation/checklist Teacher prepared pretest Content Surveys Anticipatory Chart Quick Write Popcorn Sharing Admit Slip Response Card  <b>Diversity, Equity &amp; Inclusion Educational Resources</b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a>	2.1.5.EH.1 <ul style="list-style-type: none"> <li>• Define character.</li> <li>• Recognize various emotions and demonstrate sympathy and empathy.</li> </ul> 2.1.5.EH.2 <ul style="list-style-type: none"> <li>• Explain what it means to be responsible</li> <li>• SW list their personal responsibilities.</li> </ul> 2.1.5.EH.3 <ul style="list-style-type: none"> <li>• 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.</li> </ul> 2.1.5.EH.4 <ul style="list-style-type: none"> <li>• Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> <li>• Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> <li>• Apply an emotion/feeling to a scenario and explain why they are feeling that specific emotion.</li> </ul> 2.1.5.EH.5 <ul style="list-style-type: none"> <li>• Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</li> </ul>

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**Instructional Best Practices and Exemplars**

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.  
9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).  
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

## Winslow Township School District

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##### Modifications for Special Education/504

**Students with special needs:** The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Health curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed



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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed.
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grade 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in health practices in students home country</li> <li>• Speak and display terminology and movement</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Students can complete extend research outside of the classroom</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Project Based Learning</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>
Interdisciplinary Connections	
<p>ELA - NJSLS/ELA:</p> <p>NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	

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**Integration of Computer Science and Design Thinking NJSL 8**

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.