

**Winslow Township School District**  
**Grade 5**  
**Unit 5: Community Health Services & Support**

**Overview:** All students will have the understanding how the community has a safety plan for all situations to keep its population safe and healthy.

Overview	Standards for Community Health Services & Support	Unit Focus	Essential Questions
<b>Unit 5: Community Health Services &amp; Support</b>	<ul style="list-style-type: none"> <li>• 2.1.5.CHSS.1</li> <li>• 2.1.5.CHSS.2</li> <li>• 2.1.5.CHSS.3</li> <li>• 2.1.5.CHSS.4</li> <li>• 2.1.5.CHSS.5</li> <li>• 2.1.5.CHSS.6</li> <li>• WIDA1</li> </ul>	<ul style="list-style-type: none"> <li>• Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals.</li> <li>• Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities.</li> <li>• Services and support can include medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care.</li> </ul>	<p>Who are trusted community workers that help keep us safe?</p> <p>Who can support me to live and maintain a healthy lifestyle?</p> <p>Who can help if I am not feeling well?</p> <p>When does a want look like or feel like a need?</p>
<b>Unit 5: Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• People in the community work to keep us safe.</li> <li>• Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</li> </ul>		

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Curriculum Unit 5	Standards		Pacing	
			Week	Unit Weeks
	2.1.5.CHSS.1	Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).	1	4
	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.	1	
	2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.	1	
Assessment, Re-teach and Extension			1	

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Unit 5 Grade 5		
Core Idea	Indicator #	Performance Expectations
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.	2.1.5.CHSS.1	Identify health services and resources available and determine how each assist in addressing needs and emergencies in a 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.

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Unit 5 Grade 5	
Assessment Plan	
Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities.	Alternative Assessments: <ul style="list-style-type: none"> <li>• Teacher observation, participation, skill grade</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></li> <li>• <a href="http://www.pecentral.org">http://www.pecentral.org</a></li> <li>• <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a></li> <li>• <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a></li> <li>• <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a></li> <li>• Drawing related to topics or content</li> <li>• Entrance or Exit cards</li> <li>• Game Activities</li> <li>• Informational surveys/Questionnaires/Inventories</li> <li>• Initiating Activities</li> <li>• Interest Survey</li> <li>• KWL charts and other graphic organizers</li> <li>• Open-ended Questioning</li> <li>• Picture Interpretation</li> <li>• Prediction</li> <li>• Self-evaluations</li> <li>• Student demonstrations and discussions</li> <li>• Student products and work samples</li> <li>• Table Top discussions</li> </ul>	<ul style="list-style-type: none"> <li>2.1.5.CHSS.1               <ul style="list-style-type: none"> <li>• Students will make a list of health related emergencies situations and students will name trusted professionals and people that can assist and help.</li> </ul> </li> <li>2.1.5.CHSS.2               <ul style="list-style-type: none"> <li>• Discuss and emphasize trusted adults and professionals that can help when not feeling well at home, school, and community.</li> <li>• SW will show how to get in contact with home, school, and community health professionals.</li> </ul> </li> <li>2.1.5.CHSS.3               <ul style="list-style-type: none"> <li>• SW listen to sample 911 calls.</li> <li>• SW demonstrate how to dial and text 911 in case of an emergency.</li> <li>• SW roleplay different types of emergency situations at home, school, and in the community and how to handle and seek potential solutions.</li> </ul> </li> </ul>

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<ul style="list-style-type: none"><li>• Teacher observation/checklist</li><li>• Teacher prepared pretest</li><li>• Content Surveys</li><li>• Anticipatory Chart</li><li>• Quick Write</li><li>• Popcorn Sharing</li><li>• Admit Slip</li><li>• Response Card</li></ul> <p><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></p>	
<b>Instructional Best Practices and Exemplars</b>	
<ol style="list-style-type: none"><li>1. Identifying similarities and differences</li><li>2. Summarizing and note taking</li><li>3. Reinforcing effort and providing recognition</li><li>4. Homework and practice</li><li>5. Nonlinguistic representations</li></ol>	<ol style="list-style-type: none"><li>6. Cooperative learning</li><li>7. Setting objectives and providing feedback</li><li>8. Generating and testing hypotheses</li><li>9. Cues, questions, and advance organizers</li><li>10. Manage response rates</li></ol>

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**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/>

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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

**English Language Learners**

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

- Grade 1 WIDA Can Do Descriptors:
- Listening  Speaking
  - Reading  Writing
  - Oral Language

Students will be provided with accommodations and modifications that may include:

- Relate to and identify commonalities in health practices in students home country
- Speak and display terminology and movement
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

**Modifications for Gifted Students**

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extend research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- ❖ [Gifted Programming Standards](#)
- ❖ [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- ❖ [REVISED Bloom's Taxonomy Action Verbs](#)



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**Interdisciplinary Connections**

ELA - NJSLS/ELA:

NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

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).

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.

**Integration of Computer Science and Design Thinking NJSLS 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.