

# HOLLAND TOWNSHIP SCHOOL DISTRICT

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## 5<sup>th</sup> Grade Health Education

Health Education provides students with the knowledge and skills they need to be healthy throughout their lifetime. New Jersey law requires the teaching of Comprehensive Health Education in grades K-8. The intent of a comprehensive health education program is to motivate students to maintain and improve their health, prevent disease, and avoid or reduce health related risk behaviors.

The Comprehensive health education curriculum for Holland Township School will cover the following content areas:

- Emotional & Mental Health
- Personal Health & Wellness
- Injury and Violence Prevention
- Nutrition
- Tobacco & Alcohol Prevention
- Character Education
- Growth and Development\*

Parental/guardian involvement is a very important component when covering health-related topics. Such involvement can help make the information, skills, and strategies more personal and meaningful to the child. These lessons encourage parent/guardian-child dialogue to provide an opportunity for discussion of the family's values and beliefs. The dialogue can be a catalyst to enhance overall parent/guardian-child communication.

Information regarding the 2020 New Jersey Student Learning Standards can be found at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

\*Growth and Development information and the manner in which it will be addressed will be shared out in late winter. Please disregard Lessons 32-35 in the Health Smart Curriculum.

# Lesson Objectives with HECAT & NHES Correlations

## Grade 5



### Lesson 1: Being Emotionally Healthy

1. Identify characteristics of a mentally and emotionally healthy person. (MEH 1.5.8)
2. Explain what it means to be mentally or emotionally healthy. (MEH 1.5.7)
3. Identify role models who demonstrate positive emotional health. (MEH1.5.9)

NHES Performance Indicators: 1.5.1, 1.5.2

### Lesson 2: Building Healthy Relationships

1. Identify characteristics of healthy relationships. (SH1.5.10)
2. Describe the benefits of healthy family relationships. (SH1.5.11)
3. Describe the benefits of healthy peer relationships. (SH1.5.12)
4. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.

NHES Performance Indicators: 1.5.1, 2.5.1, 2.5.3

### Lesson 3: Respectful Communication

1. Identify elements of respectful communication.
2. Demonstrate effective verbal and nonverbal communication skills. (MEH4.5.1)

NHES Performance Indicators: 4.5.1; 7.5.2

### Lesson 4: Getting Accurate Health Information

1. Describe characteristics of accurate personal health and wellness information. (PHW 3.5.1)
2. Demonstrate how to locate sources of accurate personal health and wellness information. (PHW 3.5.4)

NHES Performance Indicators: 1.5.1; 3.5.1, 3.5.2

### Lesson 5: Understanding Chronic Disease

1. Explain the difference between infectious diseases and non-infectious diseases. (PHW1.5.8)
2. Access sources of accurate information about common chronic diseases. (PHW3.5.4)
3. *Optional:* Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy. (PHW1.5.12)

NHES Performance Indicators: 1.5.1; 3.5.2

### Lesson 6: Protecting My Health Now and in the Future

1. Identify lifestyle choices that can help prevent infectious and chronic disease.
2. Describe values that promote healthy behaviors.
3. Assess personal health and wellness-related practices.

NHES Performance Indicators: 1.5.1; 7.5.2

### Lesson 7: Understanding Bullying & Cyberbullying

1. Describe the difference between bullying and teasing (V1.5.6)
2. Identify reasons people bully others.
3. Explain why it's wrong to tease or bully others based on personal characteristics. (V1.5.8)

NHES Performance Indicators: 1.5.1; 2.5.3; 2.5.6

### Lesson 8: Bullying: Feelings & Consequences

1. Identify consequences of bullying to perpetrators, victims and bystanders. (V1.5.17)

NHES Performance Indicators: 1.5.1; 2.5.6

### Lesson 9: Preventing & Reporting Bullying

1. Describe what to do if oneself or someone else is being bullied. (V1.5.9)
2. Describe practices and behaviors that reduce or prevent bullying violence. (V7.5.1)
3. Advocate for actions to reduce or prevent bullying. (V8.5.2, V8.5.3)

NHES Performance Indicators: 1.5.4; 2.5.4; 7.5.3; 8.5.1, 8.5.2

### Lesson 10: Understanding Fights

1. Identify situations that might lead to fighting. (V1.5.13)
2. Identify reasons for not fighting.
3. Describe how participation in gangs can lead to fighting (V1.5.15)

NHES Performance Indicators: 1.5.4

### Lesson 11: Fights: Feelings & Consequences

1. Identify consequences of fighting. (V1.5.17)
2. Recognize ways peers might manipulate or encourage someone to fight. (V1.5.14, V2.5.2)

NHES Performance Indicators: 1.5.1, 1.5.4; 2.5.3

### Lesson 12: Preventing & Avoiding Fights

1. Identify strategies to avoid physical fighting. (V1.5.18)
2. Describe practices and behaviors that reduce or prevent violence. (V7.5.1)
3. Determine the difference between simple conflict and serious trouble.

NHES Performance Indicators: 1.5.4; 5.5.1, 5.5.2; 7.5.3

### Lesson 13: When Friends Need Help

1. Explain the importance of telling an adult if someone is in danger of hurting themselves or others. (V1.5.25)

NHES Performance Indicators: 1.5.1; 3.5.2

### Lesson 14: Analyzing Media Message & Violence

1. Describe how violence and cruelty in media and technology influence behaviors. (V2.5.6)
2. Use skills for analyzing influences to understand media messages. (V2.5.6)

NHES Performance Indicators: 2.5.5

### Lesson 15: Taking a Stand Against Violence

1. Use advocacy skills to take a stand against violence. (V8.5.1, V8.5.2, V8.5.3)

NHES Performance Indicators: 8.5.1, 8.5.2

# Lesson Objectives with HECAT & NHES Correlations

## Grade 5 (continued)

### Lesson 16: Using the HealthSmart Guidelines for Healthy Eating

1. Name the food groups and a variety of nutritious food choices for each food group. (FN1.5.2)
2. Describe the benefits of eating plenty of fruits and vegetables. (FN1.5.4)
3. Explain the importance of eating a variety of foods from all the food groups. (FN1.5.5)

NHES Performance Indicators: 1.5.1

### Lesson 17: Understanding Food Amounts

1. Use self-assessment skills to analyze their current eating habits.
2. Identify the amount of food from each group that a child needs daily.

NHES Performance Indicators: 1.5.1

### Lesson 18: Challenges to Healthy Eating: Junk Food

1. Identify foods that are high in fat. (FN1.5.8)
2. Identify foods that are high in added sugars. (FN1.5.7, FN1.5.8)
3. Identify foods that are high in sodium. (FN1.5.8)
4. Describe the benefits of limiting the consumption of solid fat, added sugar and sodium. (FN1.5.10)

NHES Performance Indicators: 1.5.1

### Lesson 19: Challenges to Healthy Eating: Fast Foods & Celebrations

1. Describe how relevant influences of family and culture affect personal food choices. (FN2.5.4)
2. Describe how relevant influences of peers affect food choices and other eating practices and behaviors. (FN2.5.8)
3. Identify nutritious and non-nutritious beverages. (FN1.5.7)
4. Describe ways to limit the consumption of solid fat, added sugar and sodium.
5. Demonstrate ways to make healthier food choices at fast-food restaurants. (FN7.5.2)

NHES Performance Indicators: 1.5.1; 2.5.1, 2.5.2, 2.5.3; 7.5.3

### Lesson 20: Using the HealthSmart Guidelines for Physical Activity

1. Describe the recommended amount of physical activity for children. (PA1.5.1)
2. Identify different types of physical activity. (PA1.5.3)
3. Identify benefits of physical activity. (PA1.5.6)
4. Identify warm-up and cool-down activities to help prevent injury during physical activity. (PA1.5.7)

NHES Performance Indicators: 1.5.1

### Lesson 21: Physical Activity: What's in It for Me?

1. Describe the importance of choosing a variety of ways to be physically active. (PA1.5.4)
2. Explain positive outcomes from being physically active. (PA1.5.5)
3. Identify barriers to being physically active.
4. Identify ways to increase physical activity. (PA1.5.2)

NHES Performance Indicators: 1.5.1

### Lesson 22: Healthy Eating & Activity: Setting a Goal

1. Set a realistic personal goal related to improving healthy eating or physical activity behaviors. (FN6.5.1, PA6.5.1)
2. Identify resources that can help achieve a personal goal to improve healthy eating or physical activity behaviors. (FN6.5.3, PA6.5.3)

NHES Performance Indicators: 6.5.1, 6.5.2

### Lesson 23: Tracking My Progress

1. Track progress toward achieving a personal goal to improve healthy eating or physical activity behaviors. (FN6.5.2, PA6.5.2)

NHES Performance Indicators: 6.5.1, 6.5.2; 7.5.2

### Lesson 24: Consequences of Alcohol Use

1. Identify short- and long-term effects of alcohol use. (AOD1.5.10)
2. Identify family and school rules about alcohol use. (AOD1.5.11)

NHES Performance Indicators: 1.5.1

### Lesson 25: Alcohol & Feelings

1. Identify negative consequences of alcohol use. (AOD1.5.9, AOD1.5.10)
2. Explain the relationship between feelings and alcohol use.
3. Describe positive ways to deal with strong feelings without drinking alcohol. (AOD7.5.2)

NHES Performance Indicators: 1.5.1; 7.5.1

### Lesson 26: Alcohol & Peers

1. Describe relevant influences of peers on alcohol use. (AOD2.5.2, AOD2.5.7)

NHES Performance Indicators: 1.5.1; 2.5.3; 7.5.1

### Lesson 27: Alcohol & the Media

1. Describe how relevant influences of media affect alcohol use. (AOD 2.5.6)
2. Demonstrate how to persuade others to be alcohol free. (AOD8.5.3)

NHES Performance Indicators: 1.5.1; 2.5.5; 8.5.1, 8.5.2

### Lesson 28: Saying NO to Alcohol

1. Demonstrate effective verbal and nonverbal communication to avoid alcohol use. (AOD 4.5.2)

NHES Performance Indicators: 4.5.2; 7.5.3

### Lesson 29: My Alcohol-Free Choice

1. Identify situations which need a decision related to alcohol-use prevention. (AOD5.5.1)
2. Decide when help is needed and when it is not needed to make a decision to not use alcohol. (AOD5.5.2)
3. Identify options and their potential outcomes when making a decision related to alcohol use. (AOD5.5.4)
4. Choose a healthy option when making a decision about alcohol prevention. (AOD5.5.5)

NHES Performance Indicators: 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6

## Grade 5 (continued)

### Lesson 30: My Alcohol-Free Connections & Road Map

1. Analyze personal practices and behaviors that prevent alcohol use. (AOD7.5.1)
2. Explain how family, peers and media influence a decision related to alcohol use. (AOD5.5.3)
3. Identify resources that can help achieve a personal goal to be alcohol free. (AOD6.5.3)
4. Describe the final outcome of a decision to be alcohol free. (AOD5.5.6)
5. Make a commitment to be alcohol free. (AOD7.5.3)

NHES Performance Indicators: 1.5.1; 2.5.1, 2.5.3, 2.5.5; 5.5.6; 6.5.2; 7.5.1

### Lesson 31: When Friends & Family Use Alcohol

1. Describe characteristics of appropriate and trustworthy sources of help with family alcohol problems.
2. Demonstrate how to effectively ask for help with family alcohol problems. (AOD4.5.5)

NHES Performance Indicators: 3.5.2; 4.5.4

### Lesson 32: Old Me, New Me

1. Use self-assessment skills to identify feelings that are part of puberty.
2. Use self-assessment skills to identify personal changes that are part of puberty.

NHES Performance Indicators: 1.5.1, 1.5.2

### Lesson 33: Understanding Puberty & New Responsibilities

1. Describe the physical, social, and emotional changes that occur during puberty. (SH1.5.1)
2. Explain how puberty and development can vary greatly and still be normal. (SH1.5.2)
3. Identify characteristics of a responsible family member. (SH1.5.14)

NHES Performance Indicators: 1.5.1; 2.5.1; 7.5.1

### Lesson 34: Understanding a Boy's Body

1. Describe basic reproductive body parts and their functions. (SH1.5.3)
2. Explain how puberty and development can vary greatly and still be normal. (SH1.5.2)

NHES Performance Indicators: 1.5.1

### Lesson 35: Understanding a Girl's Body

1. Describe basic reproductive body parts and their functions. (SH1.5.3)
2. Explain how puberty and development can vary greatly and still be normal. (SH1.5.2)

NHES Performance Indicators: 1.5.1

### Lesson 36: Gender Roles & Expression

1. Describe the importance of respecting self and others.
2. Explain why a range of gender roles and expressions is acceptable. (SH1.5.9)
3. Summarize why it is wrong to tease or bully others based on personal characteristics (such as gender, appearance, mannerisms, and the way one dresses or acts). (SH1.5.16, V1.5.8)
4. Advocate for respecting how others choose to express themselves around gender. (SH8.5.1)

NHES Performance Indicators: 1.5.3; 2.5.2; 8.5.1, 8.5.2

### Lesson 37: Choosing Sexual Abstinence

1. Describe the benefits of being sexually abstinent.

NHES Performance Indicators: 1.5.1, 5.5.6

### Lesson 38: Seeking Information & Support

1. Identify sources of accurate information and support for dealing with the physical, emotional and social changes that occur during puberty.

NHES Performance Indicators: 3.5.1, 3.5.2