



**Deptford Township Public Schools
Curriculum Template**

Subject: Emotional Health	Grade: 5
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Range of Assessment Requirements

Quarter I	Quarter II
Quarter III	Quarter IV
Quizzes 6-8 Homework / Classwork / Misc: 8-16	

Deptford Township School District Grading Scale

Test (consistent in number and quality)	50%
Quiz	30%
Homework / Classwork / Misc.	20%



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	Unit/Marking Period I		
<u>Overarching Theme</u>	Increase student knowledge about the Emotional Dimension of Health and Wellness.		
<u>Power/Anchor Standards and Evidence of Learning</u> Non-negotiable Suggested	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	<ul style="list-style-type: none"> Identify how healthy relationships require a mutual commitment and the characteristics needed for a healthy outcome. Understand the necessary aspects of health. Students will learn to be emotionally, mentally, and physically healthy in order to attain wellness. <i>(relationships, mental dimensions, behaviors and body systems)</i> Identify developmentally appropriate activities and games to create a positive environment to eliminate disagreements and conflicts. 	<ul style="list-style-type: none"> Understand the characteristics of healthy friendships and relationships and the types of relationships adolescents may experience. Understand how the emotional dimension of wellness will help create positive relationships, understand how behaviors impact interactions and contribute to overall wellness. Understand how family, peers and cultural interactions affect feelings, decisions and behavior. 	<ul style="list-style-type: none"> Create a situation in which students can successfully resolution of a problem among friends and in other relationships. Create an environment that allows students to interact in a positive manner with students in the community, classroom and school setting. Identify interpersonal connections in different settings in our environment <i>(hold conversations with knowledgeable adults and peers)</i>



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	<p><i>(Rejection, loss, peer interaction, ethical values)</i></p> <ul style="list-style-type: none">Identify the different types of relationships that address basic needs. <i>(Family, Rejection, Separation, Coping)</i>Identify characteristics that encompass respect, ethical values, positive attitudes in and outside of school. <i>(Empathy, Good Citizenship, Respect, Disabilities, Conflicts)</i> <p>Health Literacy: (Vocabulary)</p>	<ul style="list-style-type: none">Understand ways to cope with family matters, rejection, loss and separation.Understand how communicating properly and reacting in different situations is beneficial to resolving conflicts. <p>Utilizing proper safety and healthy practices.</p>	<ul style="list-style-type: none">Create a scenario that shows how families demonstrate common values, provide love and emotional support, and set boundaries and limits.Create a situation to which their reaction is purposeful and appropriate to show empathy, good citizenship, respect, disability and conflict. <p>Demonstrate knowledge, use, and awareness of positive health habits</p>
Standards	Technology Standards (copy these to each unit/marking period)		



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8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Life and Career Standards (copy these to each unit/marketing period)

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.

9.2 Career Awareness, Exploration, and Preparation - 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.

9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Emotional Health Standards

- 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.
- 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.



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<u>Enduring Understanding</u>	Unit <ul style="list-style-type: none"> Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
<u>Essential Questions</u>	Unit <ul style="list-style-type: none"> How do families and individuals address basic human needs? Define the following: violence, harassment, gang violence, discrimination, and bullying What causes stress? How can we deal with stress?
<u>Differentiation and Support for Learners</u> Non-negotiable Suggested (additions made after consensus at district PLC meetings)	Enrichment (specific to each unit, not copied and pasted the same in all units) * Visual aides will be provided to help enhance and expand upon lesson objectives. * Use of manipulative materials, such as posters, signs, charts, human skeleton Opportunities for Differentiation: Interventions (specific to each unit, not copied and pasted the same in all units) Flexibility with timelines, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent wellness activities, allow students to use gym, library and picture files as a resource for individual growth and expression. Interventions (specific to each unit, not copied and pasted the same in all units) *Break down learning objectives to simplify tasks and to identify comprehension. *Adaptations for special needS, such as stencils, pictures, and collage materials. Student Grouping Strategies *Whole group, small group, and pairs through SGO, Assessments and Benchmark tests.
<u>Resources</u>	Technology



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Non-negotiable Suggested (additions made after consensus at district PLC meetings)	<p>Use of laptop computer, Smartboard, and Elmo.</p> <ul style="list-style-type: none">-You Tube-Interactive tasks-Brainpop JR-Brainpop-Quizlet-Kahoot-Teacher made smartboard activities/presentations <p>Readings</p> <p>*Articles, Visual Aides, and Powerpoint presentations</p> <p>Manipulatives/Lab Activity Resources</p> <p>*Diagrams, Worksheets</p> <p>Resources</p> <ul style="list-style-type: none">- https://classroom.kidshealth.org/index.jsp?Grade=35&Section=personal- https://jr.brainpop.com/health/feelings/friends/- https://classroom.kidshealth.org/classroom/6to8/personal/growing/conflict_resolution_handout1.pdf- https://classroom.kidshealth.org/index.jsp?Grade=68&Section=personal- https://jr.brainpop.com/health/feelings/conflictresolution/
Assessment Non-negotiable Suggested	<p>Formative</p> <ul style="list-style-type: none">*Participation*Worksheets* Verbal/nonverbal communication to assess student learning, example, “Thumbs up!”



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	Summative * Quizzes * Participation
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