

Grade 5 Health Unit 2 - Trimester 2 Copied from: Health, Copied on: 05/29/26

Content Area: **Health & PE**
Course(s):
Time Period: **MP1**
Length: **12 Weeks**
Status: **Published**

Rationale and Transfer Goals

The rationale of the Healthy Relationships unit is to provide students with the basic knowledge and experience they need to to live a healthy life. The information learned by the students will help them to become socially healthy individuals.

Enduring Understandings

People in healthy relationships share thoughts and feelings, as well as mutual respect.

All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

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.

Essential Questions

How does physical health affect one's total health?

How does mental health affect one's total health?

How does emotional health affect one's total health?

How does social health affect one's total health?

Content - What will students know?

- Communication Skills
- Your Family, Friends and Peers
- Refusal Skills
- Resolving Conflicts

Skills - What will students be able to do?

- - Different Ways to Communicate
 - Body Language
 - Outbound and
 - Inbound Messages
 - Family Relationships
 - Family Types
 - Coping with Family Changes
 - Serious Family Problems
 - Who are your Friends?
 - Peer Pressure
 - Refusal Skills
- Negotiating Conflicts

Activities - How will we teach the content and skills?

Participation

- class/group/partner discussions
- class/group/partner activities

-Projects

- class/group/partner technology projects
- class/group/partner presentations
- class/group/partner technology presentations

- Notebook
 - journal entries
 - vocabulary words

-Classwork/Homework

- class/group/partner discussions
- class/group/partner activities
- class/group/partner projects
- class/group/partner presentations
- class/group/partner technology presentations

- worksheets

-Tests/Quizzes

- lesson quizzes
- chapter tests

Evidence/Assessments - How will we know what students have learned?

Participation

- Students will be expected to participate in daily class discussions.

Notebook

- Students will be graded based on the presence of the required notes.

Classwork/Homework

- Students will be graded based on the completion of their classwork and homework.

Tests/Quizzes

- Students will be graded on one test for each chapter of the unit and one quiz for each lesson of a chapter.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Different Ways to Communicate: <ul style="list-style-type: none"> • Body Language • Outbound Messages • Inbound Messages • Refusal Skills 	<ul style="list-style-type: none"> • How to develop healthy habits • Making responsible decisions 	class/group/partner discussions class/group/partner activities

Key Resources

Teen Health, Teacher Wraparound Edition, Course 1, pgs 62-90

21st Century Life and Careers

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

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

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.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).

Interdisciplinary Connections/Companion Standards

Science

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

MS-LS1-5 . Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

- Connections to health processes associated with physiology and anatomy
- Basic understanding of communicability of diseases in discussion of wellness

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.