

# Grade 5 Health Unit 3 - Trimester 3 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**

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

## **Enduring Understandings**

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Health is influenced by the interaction of body systems.

Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.

Understanding the principals of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.

There are actions that individuals can take to help prevent diseases and stay healthy.

The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

## **Essential Questions**

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What are the proper practices to keep our teeth, skin, hair, eyes and ears clean? Why is personal hygiene important to our physical health?

How can our personal hygiene affect other aspects of our total health?

## **Content - What will students know?**

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- Explain how to keep teeth healthy and identify ways to keep to care for skin, and describe hair and nail care
- Describe eye and ear care and explain hot to protect hearing
- Identify factors that influence consumer choices
- Identify safe and effective health care products
- Explain the benefits of medicine and identify medicine labels
- Identify different health care providers

### **Skills - What will students be able to do?**

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- How to keep your teeth and gums healthy
- Ways to keep your hair and skin healthy
- How to deal with acne
- Ways to keep your eyes and ears healthy
- How to choose the correct health products
- How to read product labels

### **Activities - How will we teach the content and skills?**

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#### 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?**

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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**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
<ul style="list-style-type: none"><li>• How to choose the correct health products</li><li>• Identify factors that influence consumer choices</li></ul>	<ul style="list-style-type: none"><li>• Communication Skills</li><li>• Refusal Skills</li></ul>	class/group/partner discussions  class/group/partner activities

## **Key Resources**

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Glencoe Teen Health Course 1 TextBook pgs 144-173

## **21st Century Life and Careers**

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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**

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### 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.