

Grade 5 Health Unit 1

Content Area: **Health & PE**
Course(s):
Time Period: **MP1**
Length: **3 Weeks**
Status: **Published**

Rationale and Transfer Goals

The rationale of the wellness 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 encourage them to strive to be physically, socially, mentally, and emotionally healthy individuals.

Enduring Understandings

Enduring Understandings:

Puberty is a time of physical, social, and emotional changes.

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.

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

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

Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

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

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?

- Identify the three parts of the health triangle
- Identify factors that influence health and explain the role behavior, choices and attitudes have on health
- Identify Health Skills and explain why they are skills for life
- Identify ways to make healthy and responsible decisions when it comes to your health
- Explain why it is important to set goals for yourself
- Examine your self concept, influences on self concept, and ways to build positive self concept
- Identify the traits of good character
- Detail various emotions and how to properly express those feelings
- Explain stress and the body's response
- Describe emotional problems

Skills - What will students be able to do?

- Individual Health Triangle
- How to develop healthy habits
- The wellness scale
- Heredity
- Influence of family and culture
- Influence of peers
- Influence of media and technology
- Influence of behaviors and attitude
- Development of prevention skills

- Making responsible decisions
- Set health goals
- The importance of a healthy self concept
- The importance of developing good character
- How to express emotions in a healthy manner
- How to cope with stress
- How to deal with emotional problems

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
The importance of developing good character	What are the characteristics of a person with good character	class/group/partner discussions class/group/partner activities

Key Resources

www.pecentral.com<http://www.pecentral.com>

<http://www.sparkpe.org><http://www.sparkpe.org/>

<http://www.lessonplanet.com/teachers/5678-line-dance?page=1><http://www.lessonplanet.com/teachers/5678-line-dance?page=1>

Fitness For Life (book)

Other resources in teacher files

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.