

# Grades 5 Health Unit 1: Healthy Relationships

Content Area: **Physical Education & Health**  
Course(s):  
Time Period: **September**  
Length: **20 days**  
Status: **Published**

## Unit Overview

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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.

In Unit 1, students will engage with content regarding:

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

## Learning Targets

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I can...

- Describe different Ways to Communicate
  - Body Language
  - Outbound and Inbound Messages
- Describe Family Relationships
- Describe Family Types
- Explain Coping Strategies with Family Changes
- Describe how to recognize friends
- Recognize the signs of Peer Pressure
- Describe refusal Skills
- Ways to Negotiate Conflicts

## Essential Questions

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- 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?

## **Enduring Understandings**

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- 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.

## **NJSLS Standards**

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| HE.3-5.2.1.5.EH.1  | Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.  |
| HE.3-5.2.1.5.EH.2  | Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.   |
| HE.3-5.2.1.5.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).  |
| HE.3-5.2.1.5.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.  |
| HE.3-5.2.1.5.PP.1  | Explain the relationship between sexual intercourse and human reproduction.  |
| HE.3-5.2.1.5.PP.2  | Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).  |
| HE.3-5.2.1.5.PGD.1 | Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). |
| HE.3-5.2.1.5.PGD.2 | Examine how the body changes during puberty and how these changes influence personal self-care.  |
| HE.3-5.2.1.5.PGD.3 | Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.   |
| HE.3-5.2.1.5.PGD.4 | Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).  |
| HE.3-5.2.1.5.PGD.5 | Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.             |
| HE.3-5.2.1.5.SSH.1 | Describe gender-role stereotypes and their potential impact on self and others.  |
| HE.3-5.2.1.5.SSH.2 | Differentiate between sexual orientation and gender identity.  |
| HE.3-5.2.1.5.SSH.3 | Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability,   |

immigration status, family configuration).

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| HE.3-5.2.1.5.SSH.4  | Describe how families can share common values, offer emotional support, and set boundaries and limits.  |
| HE.3-5.2.1.5.SSH.5  | Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.   |
| HE.3-5.2.1.5.SSH.6  | Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.   |
| HE.3-5.2.1.5.SSH.7  | Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.   |
| HE.3-5.2.1.5.CHSS.1 | Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).                        |
| HE.3-5.2.1.5.CHSS.2 | Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.                                      |
| HE.3-5.2.1.5.CHSS.3 | Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.   |
| HE.3-5.2.2.5.N.1    | Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.   |
| HE.3-5.2.2.5.N.2    | Create a healthy meal based on nutritional content, value, calories, and cost.  |
| HE.3-5.2.2.5.N.3    | Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.   |
| HE.3-5.2.2.5.LF.1   | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.  |
| HE.3-5.2.2.5.LF.2   | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.   |
| HE.3-5.2.2.5.LF.3   | Proactively engage in movement and physical activity for enjoyment individually or with others.   |
| HE.3-5.2.2.5.LF.5   | Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.   |
| HE.3-5.2.3.5.PS.1   | Develop strategies to reduce the risk of injuries at home, school, and in the community.  |
| HE.3-5.2.3.5.PS.2   | Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).  |
| HE.3-5.2.3.5.PS.3   | Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.   |
| HE.3-5.2.3.5.PS.4   | Develop strategies to safely communicate through digital media with respect.  |
| HE.3-5.2.3.5.PS.5   | Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.   |
| HE.3-5.2.3.5.PS.6   | Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse. |
| HE.3-5.2.3.5.ATD.1  | Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).  |
| HE.3-5.2.3.5.ATD.2  | Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.  |
| HE.3-5.2.3.5.ATD.3  | Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.  |
| HE.3-5.2.3.5.DSDT.1 | Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.   |

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| HE.3-5.2.3.5.DSDT.2 | Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.   |
| HE.3-5.2.3.5.DSDT.3 | Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.   |
| HE.3-5.2.3.5.DSDT.4 | Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.   |
| HE.3-5.2.3.5.DSDT.5 | Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group). |
| HE.3-5.2.3.5.HCDM.1 | Identify conditions that may keep the human body from working properly, and the ways in which the body responds.  |
| HE.3-5.2.3.5.HCDM.2 | Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).  |
| HE.3-5.2.3.5.HCDM.3 | Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).   |

## **Learning Plan, Activities and Resources**

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| Topic                 | Activities                                  |
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| Healthy Relationships | <a href="#"><u>Overcoming obstacles</u></a> |

### Other Ideas for Lessons and Implementation/Discussion

- Read Aloud
- Projects with the 7 Habits of Happy Kids
- Internet Research
- Reader’s Workshop
- Graphic Organizers
- Videos
- Diagrams

## **Assessments**

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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 or journal entries
- Vocabulary studies
- Writing Assignments

## **Career Awareness, Exploration, Preparation, and Training**

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| WRK.9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.   |
| WRK.9.2.5.CAP.4 | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. |

## **21st Century Skills**

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| TECH.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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).                           |
| TECH.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). |
| TECH.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).                                |
| TECH.9.4.5.DC.6  | Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).   |
| TECH.9.4.5.DC.7  | Explain how posting and commenting in social spaces can have positive or negative consequences.   |
| TECH.9.4.5.GCA.1 | Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).   |

## **Interdisciplinary Connections**

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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.