

# Grades 5 Health Unit 2: Wellness

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

## Unit Overview

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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.

In Unit 2, students will engage with content regarding:

- 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

## Learning Targets

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I can...

- Explain the Individual Health Triangle
- Explain how to develop healthy habits
- Describe the wellness scale
- Define Heredity
- Explain influence of family and culture

- Identify influence of peers
- Describe influence of media and technology
- Define prevention skills
- Describe steps for making responsible decisions
- Set health goals
- Explain the importance of developing good character
- Describe how to express emotions in a healthy manner and how to cope with stress

## 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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- 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.

## 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).
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.
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

## Cardiovascular System

[Teacher's Guide](#)

[Handout: Heart Rate Data Table](#)

[Handout: Heart Haiku](#)

[Poster: Get Powerful from an Hour Full of Fun \(color\) | \(black and white\)](#)

[Poster: How The Body Works - Heart \(color\) | \(black and white\)](#)

[Poster: How The Body Works - Cardiovascular \(color\) | \(black and white\)](#)

## Digestive System

[Teacher's Guide](#)

[Handout: Apple](#)

[Poster: Eat a Rainbow \(color\) | \(black and white\)](#)

## Body Systems

[Poster: Healthy Drink Awards \(color\) | \(black and white\)](#)

[Kids Health Helpful video clips](#)

## Endocrine System

[Teacher's Guide](#)

[Handout: Name That Gland](#)

[Name That Gland: Answer Key](#)

[Handout: Glandular Gratitude](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Immune System

[Teacher's Guide](#)

[Handout: Help Wanted: Leukocytes](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: Don't Share Germs \(color\) | \(black and white\) | \(in Spanish, color\) | \(in Spanish,](#)

[black and white\)](#)

[Poster: Wash Your Hands \(color\) | \(black and white\)](#)

## Nervous System

[Teacher's Guide](#)

[Handout: Nervous System Factfinder](#)

[Handout for Teachers: Brains Recipe](#)

[Handout: Brain Games](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: How The Body Works - Brain \(color\) | \(black and white\)](#)

## Respiratory System

[Teacher's Guide](#)

[Handout: Respiratory Relay](#)

[Handout: Breath Cards](#)

[Handout: Take a Deep Breath! Game Board](#)

[Poster: Get Powerful from an Hour Full of Fun \(color\) | \(black and white\)](#)

[Poster: How The Body Works - Lungs \(color\) | \(black and white\)](#)

## Conflict Resolution

[Teacher's Guide](#)

[Handout: Fairy Tale Conflict](#)

[Handout: Conflict Corner](#)

## Empathy

[Teacher's Guide](#)

[Handout: Deciding on Empathy](#)

[Handout: Empathy Award](#)

## Getting Along

[Teacher's Guide](#)

[Handout: Kindness Coupons](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Puberty, Growing Up and Emotions

### Peer Pressure

[Teacher's Guide](#)

[Handout: Think First](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Emotions/Behaviors/Feelings](#)  
[Explanation Information](#)

## Puberty

[Teacher's Guide](#)

[Handout: Puberty Pete](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Self-Esteem

[Teacher's Guide](#)

[Handout: Mirror, Mirror](#)

[Handout: Fable Storyboard](#)

## Breakfast

[Teacher's Guide](#)

[Handout: Great Beginnings](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: Start Your Engines With a Healthy Breakfast \(color\) | \(black and white\)](#)

[Poster: Eat a Rainbow \(color\) | \(black and white\)](#)

[Poster: Healthy Drink Awards \(color\) | \(black and white\)](#)

[Poster: 5-2-1-Almost None \(color\) | \(black and white\)](#)

[Poster, with NBA FIT: Eat Right \(color\)](#)

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

## Nutrition

[Staying Healthy Explanation Information](#)

## Food Labels

[Teacher's Guide](#)

[Handout: A Tale of Two Foods](#)

[Handout: It All Adds Up](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Healthy Snacking

[Teacher's Guide](#)

[Handout: Dream Snack Machine](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: Eat a Rainbow \(color\) | \(black and white\)](#)

[Poster: Healthy Drink Awards \(color\) | \(black and white\)](#)



[Poster: 5-2-1-Almost None \(color\) | \(black and white\)](#)

[Poster, with NBA FIT: Eat Right \(color\)](#)

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

## School Lunch

[Teacher's Guide](#)

[Handout: 5-Day Lunch Planner](#)

[Handout: A Winning Lunch](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: Eat a Rainbow \(color\) | \(black and white\)](#)

[Poster: Healthy Drink Awards \(color\) | \(black and white\)](#)

[Poster: 5-2-1-Almost None \(color\) | \(black and white\)](#)

[Poster, with NBA FIT: Eat Right \(color\)](#)

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

## Bullying

[Teacher's Guide](#)

[Handout: Acting Against Bullying](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Feeling Sad

[Teacher's Guide](#)

[Handout: Let's Talk About It](#)

[Handout: Feeling Better](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Emotions and Behavioral Health

## Stress

[Teacher's Guide](#)

[Handout: Take Care of YourSELF](#)

[Handout: Morning Stressbusters](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Infographic: Kids Can Help Parents Get Healthier \(color\)](#)

[Teacher's Guide](#)

[Handout: Keeping an Eye on Screen-Time](#)

[Quiz](#)

[Quiz: Answer Key](#)

## Screen Time

[Staying Healthy Explanation Information](#)

[Poster: 5-2-1-Almost None \(color\) | \(black and white\)](#)

## Sportsmanship

[Teacher's Guide](#)

[Staying Healthy Explanation Information](#)

[Handout: Sportsmanship Scenarios](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Teacher's Guide](#)

[Handout for Teachers: 5-2-1-Almost None \(color\)](#)

[Handout for Teachers: 5-2-1-Almost None \(black and white\)](#)

[Handout: Have Fun for 1!](#)

[Quiz](#)

[Quiz: Answer Key](#)

Bike Safety

[Teacher's Guide](#)

[Handout for Teachers: Safe Spokes](#)

[Handout: Safe Spokes](#)

[Handout: Show of Hands](#)

[Quiz](#)

[Quiz: Answer Key](#)

Safe and Healthy Summer

[Staying Healthy Explanation Information](#)

Safety

[Staying Healthy Explanation Information](#)

Fire Safety

[Teacher's Guide](#)

[Handout: Safer Story](#)

[Handout: Fire Science](#)

[Handout for Teachers: Fire Science Answer Key](#)

[Handout: Think First!](#)

[Quiz](#)

[Quiz: Answer Key](#)

Food and Cooking Safety

[Teacher's Guide](#)

[Handout for Teachers: Top 10 Kitchen Tips](#)

[Handout: Ingredients for a Safe Kitchen](#)

[Quiz](#)

[Quiz: Answer Key](#)

[Poster: Don't Share Germs \(color\) | \(black and white\) | \(in Spanish, color\) | \(in Spanish, black and white\)](#)

[Poster: Wash Your Hands \(color\) | \(black and white\)](#)

### Online Safety

[Teacher's Guide](#)

[Handout: Hello, Nina](#)

[Handout: Good Chat, Bad Chat](#)

[Quiz](#)

[Quiz: Answer Key](#)

### Water Safety

[Teacher's Guide](#)

[Quiz](#)

[Quiz: Answer Key](#)

All lessons and activity resources can be found here: [Kids Health in the Classroom](#)

### 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 o 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.