

Grades 5 Health Unit 3: Personal Health

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

Unit Overview

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

In Unit 3, students will engage with content regarding:

- 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 how 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

Learning Targets

I can...

- Describe how to keep my teeth and gums healthy
- Explain ways to keep my hair and skin healthy •
- Understand how to deal with acne
- Explain ways to keep my eyes and ears healthy
- Explain how to choose the correct health products
- Read product labels

Essential Questions

- 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?

Enduring Understandings

- 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.

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. |
| HE.3-5.2.3.5.DSDT.2 | Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or |

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| | 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

| Topic | Activities |
|-------------------------|--|
| | Hearing |
| | Teacher's Guide |
| | Handout: Ins and Outs of Your Ears |
| | Ins and Outs of Your Ears: Answer Key |
| | Quiz |
| | Quiz: Answer Key |
| | Sleep |
| Functions and Processes | Teacher's Guide |
| | Handout: Sleep Log |
| | Handout: Goodnight, Mia |
| | Quiz |
| | Quiz: Answer Key |
| | Poster: If You Don't Snooze, You Lose! (color) (black and white) |
| | Infographic: Kids Can Help Parents Get Healthier (color) |
| | Vision |
| | Teacher's Guide |

[Handout: Parts of the Eye](#)

[Parts of the Eye: Answer Key](#)

[Handout: Eyewitness News](#)

[Quiz](#)

[Quiz: Answer Key](#)

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

Bones, Muscles, and Joints

[Teacher's Guide](#)

[Handout: Dr. Build-A-Bone's Laboratory](#)

[Dr. Build-A-Bone's Laboratory: Answer Key](#)

[Quiz](#)

[Quiz: Answer Key](#)

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

Parts of the Body

[Kids Health Helpful
video clips](#)

Mouth and Teeth

[Teacher's Guide](#)

[Handout: Super Smiles Checklist](#)

[Handout: Taste Testers](#)

[Quiz](#)

[Quiz: Answer Key](#)

Skin

[Teacher's Guide](#)

[Quiz](#)

[Quiz: Answer Key](#)

Asthma

Infections, Diseases
and Conditions

[Teacher's Guide](#)

[Handout: Asthma Pamphlet](#)

[Handout: Asthma Vocab](#)

[Handout for Teachers: Asthma Vocab Answers](#)

[Quiz](#)

[Quiz: Answer Key](#)

Colds and Flu

[Teacher's Guide](#)

[Handout: Viral Messages](#)

[Handout: Musical Colds](#)

[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 \(color\) | \(black and white\)](#)

Concussions

[Teacher's Guide](#)

[Handout: Concussion Symptoms, for Teachers](#)

[Handout: Smart Ways to Protect Your Brain](#)

[Quiz](#)

[Quiz: Answer Key](#)

Diabetes

[Teacher's Guide](#)

[Handout: Just the Facts](#)

[Handout: Preventing Type 2 Diabetes](#)

[Quiz](#)

[Quiz: Answer Key](#)

Eating Disorders

[Teacher's Guide](#)

[Handout: Media Tracker](#)

[Quiz](#)

[Quiz: Answer Key](#)

Food Allergies

[Teacher's Guide](#)

[Handout: Nut- and Egg-Free Recipe](#)

[Quiz](#)

[Quiz: Answer Key](#)

Obesity

[Teacher's Guide](#)

[Handout: Sharing Fitness Tips](#)

[Handout: Media Alert!](#)

[Quiz](#)

[Quiz: Answer Key](#)

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

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

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

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

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

Germ

[Teacher's Guide](#)

[Handout: Student Survey](#)

[Handout: Student Survey Answer Key](#)

[Handout: Germ Art](#)

[Quiz](#)

[Quiz: Answer Key](#)

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

Hygiene

[Staying Healthy
Explanation
Information](#)

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

Head Lice

[Teacher's Guide](#)

[Handout: Head Lice Rule of Thumb](#)

[Handout for Teachers: Head Lice Rule of Thumb Answer Key](#)

[Quiz](#)

[Quiz: Answer Key](#)

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 \(color\)](#)

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

- 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

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

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.

