

Grade Five

Students in grade five distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. Emphasis is placed on demonstrating interpersonal skills, assuming responsibility for personal health habits, and practicing behaviors that promote active, healthy lifestyles. Students analyze the influences of advertising and various media on personal and community health.

Essential Health Concepts

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
- a) Identify the major structures and functions of the integumentary (skin, hair, and nails) system.
 - b) Examine the health risks associated with unprotected sun exposure.
 - c) Explain the impact of personal health habits and behaviors on cardiorespiratory fitness.
 - d) Describe why some food groups have a greater number of recommended servings than other food groups.
 - e) Explain the concepts of eating in moderation and energy balance.
 - f) Identify the influence of marketing techniques on food and beverage choices.
 - g) Analyze the physical, academic, mental, and social benefits of regular physical activity.
 - h) Describe how physical activity, sleep, and good health are related.
 - i) Explain the importance of sleep.
 - j) Recognize the importance of good hygiene habits.
 - k) Describe ways to prevent vision and hearing loss.
 - l) Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals.
 - m) Analyze why people choose to follow or not follow safety rules at home, at school, and in the community.
 - n) Identify strategies for managing stress.
 - o) Recognize the development of positive social skills as essential for building and sustaining relationships.
 - p) Identify effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.
 - q) Analyze the role of active listening in refusal and conflict resolution.
 - r) Examine the influence of violence in the media on health behaviors.
 - s) Examine community health issues.
 - t) Assess environmental health and safety issues in the community.

Healthy Decisions

- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.
- a) Determine strategies to protect against the harmful effects of the sun.
 - b) Practice personal health habits that promote cardiorespiratory fitness.
 - c) Select healthy foods and beverages for breakfast and lunch.
 - d) Interpret information on food labels.
 - e) Identify connections between nutritional guidelines and weight management.
 - f) Explain the importance of exercise and recreation.
 - g) Analyze the physical, academic, social, and emotional benefits of getting enough sleep.
 - h) Describe effective communication skills to request assistance in situations where alcohol, tobacco, inhalants, and other drugs are being abused.
 - i) Practice strategies for managing stress.
 - j) Explain the relationship between health promotion and disease prevention.
 - k) Demonstrate dental care, hand washing, and other personal hygiene habits.

- l) Demonstrate proper lifting and carrying techniques for handling backpacks and book bags.
- m) Demonstrate appropriate behaviors during fire, tornado, earthquake, lightning storm, or other disaster drills.
- n) Show effective communication skills in emergency situations.
- o) Manage emotions appropriately in a variety of situations.
- p) Recognize the importance of developing and maintaining a positive self-image.
- q) Demonstrate effective communication skills to address harassing behaviors.
- r) Describe how to report harassing behaviors at school and at home.
- s) Demonstrate how to show respect for individual differences.
- t) Describe the consequences of an unhealthy environment.

Advocacy and Health Promotion

- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.
- a) Identify strategies that you will employ to protect against the harmful effects of the sun.
 - b) Support others in making positive food, physical activity, and sleep choices.
 - c) Identify physical activities that students can do with friends and family to build positive relationships.
 - d) Develop a plan to prevent the spread of disease.
 - e) Encourage others not to use alcohol, tobacco, or other drugs.
 - f) Examine the role of self and others in causing or preventing injuries.
 - g) Recognize parents, guardians, and other trusted adults as resources to promote health, prevent disease, and create a healthy community.
 - h) Identify how culture, family, friends, and the media influence health practices.
 - i) Explain the benefits of having positive relationships with family, friends, and neighbors.
 - j) Describe ways to offer friendship and support to someone who was bullied.
 - k) Promote the value of community health and wellness.
 - l) Advocate for a caring school environment.
 - m) Identify community health projects for peers and community groups to work on together.
 - n) Promote volunteerism and community service.
 - o) Recognize that all individuals have a responsibility to protect and preserve the environment.
 - p) Develop a plan to work collaboratively with peers, families, and community groups to address community environmental issues.