

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 (relationship skills), assuming responsibility for personal health habits (self-awareness, self-management, and responsible decision making), and practicing behaviors that promote active, healthy lifestyles (self-management). Students analyze the influences of advertising and various media on personal and community health (social awareness).

Essential Health Concepts

5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.

Body Systems

- a) Identify the major structures and functions of the integumentary (skin, hair, and nails) system.
- b) Identify the major structures and functions of the eyes and ears.

Nutrition

- c) Define macronutrients and micronutrients and how the body uses each.
- d) Explain Recommended Dietary Allowance (RDA) and the concepts of eating in moderation and energy balance in relation to healthy weight.
- e) Describe the effects of caffeine on the body.

Physical Health/Disease Prevention/Health Promotion

- f) Explain the effects of physical activity, sleep, and personal health habits and behaviors on heart health.
- g) Examine the health risks associated with unprotected sun exposure.
- h) Describe hygiene habits that promote good health.

Substance Abuse Prevention

- i) Analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals.
- j) Explain the connection between mental health and substance use.

Safety/Injury Prevention

- k) Analyze why people choose to follow or not follow safety rules at school.

Mental Wellness/Social and Emotional Skills

- l) Define stress and identify physical and emotional responses caused by stress.
- m) Define positive self-image.
- n) Identify components of healthy relationships and the social skills that are essential for building and sustaining relationships with family and friends.

Violence Prevention

- o) Identify effective verbal and nonverbal communication skills for resolving conflict situations.
- p) Define cyberbullying and its impact on one's health and well-being.
- q) Recognize the influence of violence in the media on behaviors.
- r) Define and describe harassment.

Community/Environmental Health

- s) Describe the effects of air and noise pollution on health and the environment.

Healthy Decisions

5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.

Body Systems

- a) Describe the importance of maintaining a healthy integumentary system.
- b) Identify behaviors and environments that can lead to vision and hearing loss.

Nutrition

- c) Explain the RDA for macronutrients and micronutrients.
- d) Analyze food labels for a selected meal that meets RDA and energy balance for health.
- e) Identify the influence of marketing techniques on food and beverage choices (e.g., caffeinated beverages).

Physical Health/Disease Prevention/Health Promotion

- f) Review personal health habits that support heart health and the ability to perform various physical activities.
- g) Determine strategies to protect against the harmful effects of the sun.
- h) Explain the importance of dental care, hand washing, and other personal hygiene habits for good health.

Substance Abuse Prevention

- i) Describe effective communication skills to request assistance in situations where alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs are being abused.
- j) Describe how to get help and assistance with mental health and substance use concerns.

Safety/Injury Prevention

- k) Examine one's role and the role of others in causing or preventing injuries at school.

Mental Wellness/Social and Emotional Skills

- l) Identify positive and negative ways to manage stress in a variety of situations.
- m) Recognize the importance of developing and maintaining a positive self-image.
- n) Describe the benefits of healthy relationships with family, friends, and other adult mentors.

Violence Prevention

- o) Ability to analyze the role of feelings/emotions in conflict resolution situations.
- p) Describe how to report cyberbullying at school and at home.
- q) Demonstrate how to show respect for individual differences.
- r) Describe how to respond to and report harassing behaviors.

Community/Environmental Health

- s) Describe strategies to decrease the impact of air quality and noise pollution on body function and the 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.

Body Systems

- a) Describe ways to care for the integumentary system (e.g., personal hygiene, sun safety).
- b) Describe ways to prevent vision and hearing loss and the associated healthcare professionals (e.g., optometrist, ophthalmologist, and audiologist).

Nutrition

- c) Analyze and interpret information on food packaging, including Nutrition Facts Labels, ingredient lists, and health claims.
- d) Design marketing materials to increase the sale and consumption of healthy foods and beverages that meet RDA and energy balance for health.
- e) Promote sale and consumption of healthy beverages.

Physical Health/Disease Prevention/Health Promotion

- f) Support family and peers in making positive food, physical activity, and sleep choices that promote heart health.
- g) Identify strategies to protect against the harmful effects of the sun.
- h) Explore the role of parents/guardians and health professionals as resources to promote health, prevent disease, and create a healthy community.

Substance Abuse Prevention

- i) Encourage others not to use alcohol, tobacco, nicotine products, marijuana, inhalants, or other harmful drugs.
- j) Identify prevention resources and strategies for avoiding alcohol, tobacco, inhalants, and other drugs.

Safety/Injury Prevention

- k) Promote safety procedures school-wide.

Mental Wellness/Social and Emotional Skills

- l) Practice strategies for managing stress.
- m) Analyze positive and negative influences on self-image (e.g., media, peers).
- n) Identify healthy activities that students can do with friends and family to build positive relationships.

Violence Prevention

- o) Demonstrate effective communication skills to defuse or resolve conflict.
- p) Describe ways to offer friendship and support to someone who has been cyberbullied.
- q) Advocate for a caring school environment.
- r) Practice ways to respond to and report harassing behaviors.

Community/Environmental Health

- s) Research community service opportunities to address air, noise, and other environmental health issues for peers and community groups to volunteer and work on together.